DOCUMENT RESUME

ED 118 795 95 CE 006 326

TITLE	Nogales Public Schools Exemplary Program. Final Report 1974-75.
INSTITUTION	Nogales High School District 10, Ariz.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	VT-102-539
PUB DATE	75
NOTE	86p.; Not available in hard copy due to marginal reproducibility; For related document, see CE 006 327
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Education; Demonstration Projects; Developmental Programs; *Dropout Prevention; Intermediate Grades; *Job Placement; *Program Descriptions; *School Community Cooperation; Secondary Education; Student Reaction; Teacher Improvement; Tutorial Programs; Vocational Counseling
IDENTIFIERS	Arizona (Nogales)

ABSTRACT

The purpose of the Nogales (Arizona) dropout prevention program was to include business, government, labor, and community groups in a collaborative program to provide intermediate and secondary schools with access to the resources of private and public employers. The primary objectives of the project were to achieve a 50% reduction of the dropout rate and to achieve a 75% successful placement of students in the target population. Two main activities comprised the project: (1) the student phase component which included work experience, career information, and career and placement services; and (2) the teacher-counselor component which helped guidance and counseling personnel become more familiar with the world of work. The report indicates that most of the objectives were met. However, it was the opinion of the staff that project and district counseling services had to be unified to better meet the needs of the students. The document describes the tutorial assistance program and presents data collected during the project in the form of tables and graphs. (LJ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

NOGALES EXEMPLARY PROJECT

FINAL REPORT

BEST COPY AVAILABLE

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VT 102539

EXEMPLARY PROGRAM
NOGALES PUBLIC SCHOOLS
FINAL REPORT
1974-1975

INTRODUCTION

Nogales Public Schools, in its quest to meet students' needs and make education relevant to everyone, as well as to offer every student the opportunity to succeed, ventured into an exemplary program to meet these goals. The final outcome desired was a happy, inquisitive student who saw school as a place where he would go to learn and have a pleasing experience. If we accomplished such a task, one could only imagine the positive outcomes for everyone in education. The following report addresses itself to our original plan, the changes that were made as we progressed, and our accomplishments as well as our mistakes and failures. We rate our program as a success and plan to continue its implementation at district expense.

EXEMPLARY PROGRAM
NOGALES PUBLIC SCHOOLS

HISTORICAL BACKGROUND

In the fall semester of 1972, the administrative staff of Nogales Public Schools came to grips with the problem of dropout prevention. It was decided after many hours of deliberation to attack the cause of our dropouts as we saw them, rather than spinning our wheels with the victim after the fact. Thus, our journey began with the inception of the following program.

PHASE I

PROJECT TITLE	INDUSTRY AND EDUCATION COOPERATE TO EXPAND CAREER OPPORTUNITY AND AWARENESS FOR INTERMEDIATE AND HIGH SCHOOL STUDENTS
APPLICANT	NOGALES PUBLIC SCHOOLS, NOGALES, ARIZONA
LENGTH OF PROJECT	JANUARY, 1973, THROUGH JANUARY, 1975

This project proposes a plan for the joint participation of business, government, labor and community groups in a collaborative program to provide intermediate and secondary schools in Nogales, Arizona, with access to the resources of private and public employers which are useful to career education.

The primary objectives of the project are:

1. To achieve a 50% reduction of the dropout rate.
2. To achieve a 75% successful placement of students in the target population.*

The focus of this collaborative effort is to be an Area Education Alliance, including employers in Nogales, Ft. Huachuca, and Tucson. Through this Alliance various work-experience opportunities will be generated for the students in the intermediate and senior high schools. Teachers and counselors involved with the target population of students will also be afforded work experience and observation in order to update their knowledge of the world of work. Continuous career information will be supplied to the target group in conjunction with the above mentioned activities.

The problem in Nogales is that there is an inordinately high dropout rate in the high school, and the area is economically depressed, as noted in the Office of the Governor FY73 State Plan for Vocational Education, Part II, page 15. The economy of Nogales, however, is in the process of expansion. Nogales employers have found the labor force to be underskilled and are anxious to cooperate with the schools in remedying this situation at the school level. This atmosphere provides an excellent opportunity for the Area Education Alliance to take hold, bringing about the sharing of resources required to alter the dropout and employment problem.

* Placement is defined as work, advanced training, or a degree program related to career goals.

II PROJECT PROBLEM

Despite obvious social needs, the public school systems in America continue to graduate more and more young people with little or no relevant occupational skills, and too many without the basic education necessary to absorb training in a participatory democracy.

Sidney P. Marland, U.S. Commissioner of Education, puts it this ways:

> "We cannot risk longer this bitter experience of perhaps 50 percent of our young people -- black and white -- completing school with a euphemistic 'general' education that has no relevance to college, little relevance to job entry, and no relevance whatever to the young person in school. The emergence of the comprehensive high school, properly defined and implemented, carries the ultimate solution to this problem. Among the radical changes that may derive, if we truly mean to take the problem seriously, is the feasibility of having every high school student engaged for at least a semester in a genuine work-study program giving dignity and worth to work in its largest sense. Somewhere down this road the term 'relevance' may find its place in the high school program."[1]

The responsibility for this lack of relevance in the schools rests both with industry and education. For too many years the

[1]See "American Education," page 4, January-February, 1971, Office of Education, U.S. Department of Health, Education, and Welfare.

private sector has left education up to the "experts," with communication between people in the world of work and people in the schools being all but non-existent. Educators, in turn, have nurtured the opinion that "only the 'experts' know what's best," thus furthering separatism.

The outcome of this communication gap can be seen in rising welfare costs, continued cyclical poverty, chronic underemployment, and widespread disaffection with the economic system among the nation's poor and minority groups.

Today public education is at the crossroads. There is clamor on all sides for "improvement" in the process. Unfortunately, this outcry for change is seldom accompanied with a viable, relevant program. In Arizona, most, if not all, of the school districts are actively seeking ways to provide students with more and better opportunities for career preparation. Increased involvement of the private sector is essential to the realization of this desire.

The time has come for the public and private sectors to pool their efforts and resources. The private sector must be asked to dedicate more of its resources of people and facilities to the prevention of social problems. Public and community organizations, as employers, also have a big role to play. The interest of these potential employers will be generated, most assuredly, by self-interest and by finding a good fit between organizational expertise and resources related to specific social and environmental problems. For example, organizations employing large numbers of people are interested in attracting and retaining a competent labor force. For them the social problems of employment, culturally different or disadvantaged people, and education are of vital importance. Herein lies the rationale and foundation for cooperation between the world of work and the schools.

Specifically, the problem in Nogales is as follows:

1. In this community, where 85% of the population identify with the Mexican-American culture and 35% of the families are classified as economically disadvantaged, there is an inordinately high drop-out rate among students.
2. The local economy is expanding at a rapid rate

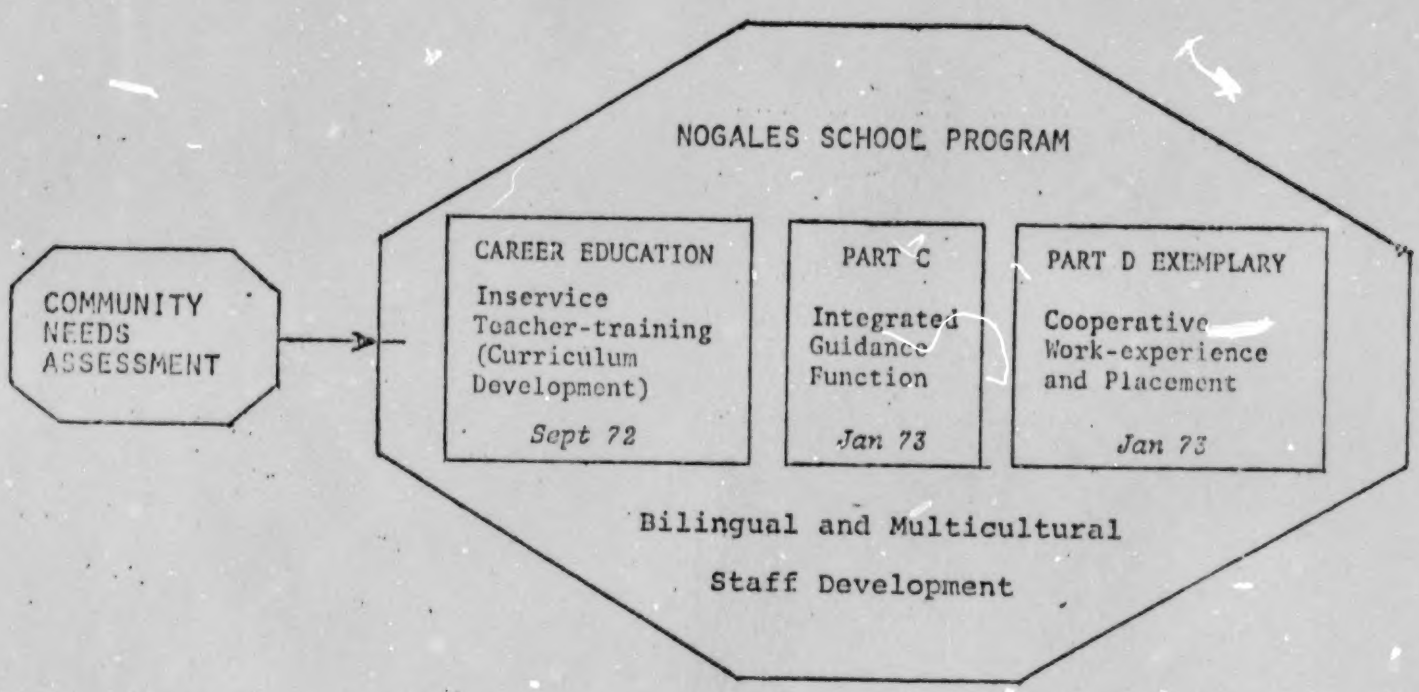
and the skilled labor force needed to man the new industries falls far short of the supply.

3. Although the local economy is expanding, the Nogales area is still primarily rural, with many students leaving the area without the skills to find work in metropolitan centers and thus adding to the problems of underemployment and underemployment in those areas.

The needs of industry and business in the Nogales community, combined with an underskilled labor force, provides an excellent opportunity for public and private employers to begin working with the schools in order to make the local educational process more relevant to current and future needs. (see Figure i)

Figure 1

PLAN FOR EDUCATIONAL DEVELOPMENT IN NOGALES



XII PROJECT GOALS AND OBJECTIVES

A. Student Phase

1. Goals

a. To help young people see the practical application of high school curriculum; i.e. to personally observe the ways in which reading, writing, arithmetic, as well as oral language skills, are applied in a wide variety of jobs.

b. To show students that work itself is basically good, and that it offers an opportunity to perform useful and meaningful tasks from which one can obtain personal satisfaction and personal growth.

c. To acquaint pupils with the fact that the world of work is changing and that there are very few jobs requiring a strong back and a weak mind. Furthermore, to show them that businesses require a good basic education as a part of normal employment standards.

d. To provide an opportunity for students to observe and to talk with people at work who are reasonably close to their own age.

e. To help underachievers see that school is relevant, i.e. those students without definite goals, including the potential drop-out -- the students who have the mental ability to achieve but are not doing so.

f. To provide an opportunity for selected people in a private or public organization to contribute part of their time toward the education of young people. Experience clearly shows that participating employees believe in the program and admire their employer for making it possible. Experience also demonstrates that the productivity of these employees is not adversely affected. On the contrary, the enthusiasm generated by the program results in their "making-up" the time spent with students.

g. To help the drop-out find work.

2. Performance Objectives

a. Terminal

(1) Fifty percent reduction of the drop-out rate in target population.

(2) Seventy-five percent successful placement of students in target population.*

b. Process

(1) Students will demonstrate a more positive attitude of self as measured by pre- and post-tests, Ohio Vocational Inventory Survey and the New Mexico Student Opinion Inventory.

(2) Students will demonstrate a positive response toward subject matter. Data will be collected on a Likert-type scale developed by the evaluation team.

B. Teacher-Counselor Phase

1. Goals

a. To acquaint educators with the overall aims of Career Education.

b. To provide opportunity for close observation of jobs and free interchange of information with employees.

c. To establish meaningful relationships between curriculum and skills needed on the job.

d. To introduce participants to the financial facts of the businesses.

*Placement is considered: work; advanced training; or degree program related to career goal.

e. To break down traditional false images about the world of work and the world of education.

f. To arm educators with better, updated information which they can use in the counseling of students.

2. Performance Objectives

a. Educators will demonstrate skill in relating curriculum to the requirements of employment.

b. Educators will demonstrate a more favorable attitude towards the business community.

c. Businessmen involved with the project will demonstrate an increased positive attitude towards education and educators.

d. Educators will collect and disseminate up-date career information to students they counsel.

IV. ACTIVITIES

This project outlines a plan for joint participation of business, government, labor and community groups in a collaborative program to provide intermediate and secondary schools with access to the resources of private and public employers that are useful to career education.

The primary goals of this project are to

(1) Achieve a 50% reduction of the drop-out rate in the target population, and

(2) Achieve a 75% successful placement of students in the target population after graduation.

through involving all sectors of the area -- private, public, and government -- in the educational process. The focus of this involvement will be a voluntary organization called the Area Education Alliance (AEA).2

The proposed project

(a) contemplates that the unwritten code of superior status to a college degree per se is an old tradition and is less relevant than in the past, and that all forms and levels of education should be accorded equal status.

(b) is responsive to the fact that "of the more than 80 million people gainfully employed in the United States, only 11% work in occupations requiring a college degree."[3]

(c) provides for new and changed emphasis on other types of education, such as technical, business, sales, mechanical and industrial.

(d) attempts to change the image of "vocational education" to "career preparation."

(e) aims to involve many more intermediate and secondary school students in career preparation than is presently the case, and in the process help educators with the problem of relevent curriculum.

(f) provides an excellent vehicle for the private sector to improve student, faculty and administrator understanding of the economic system.

(g) is designed to accomplish these broad goals by healthy, relevant interaction between people engaged in the process of formal education and people in other institutions in the community.

The project is based on the assumption that

(a) interaction between the world of work and students should be concentrated in the eighth, ninth, and tenth grades, with some program elements applicable to other grades.

(B) if the interest of students in the process of their own education is not captured by the time they enter senior high school it is too late.

(c) society has a "second chance" with youth at the time in their lives when they are leaving childhood behind and becoming young adults. For them, the doors to perception are swinging open and their curiosity about the world and their place in it is developing.

[2]This approach has been used effectively for the past six years in several California cities.

[3]Quoted from HIGHLIGHTS, a publication of the State Education Department, Bureau of Guidance, Albany, New York, April-May.

(d) money alone won't do the job. Instead of providing modestamounts of money and "things" such as brochures instructional materials, motion picture films, etc., employers must get their people and their facilities involved in the educational process.

(e) the individual student must ultimately take charge of his life in meaningful and acceptable ways if he is to become effectively engaged in our society.

(f) sustained, collaborative, organizational commitment (in contrast to temporary individual commitment) must be obtained from both business and education.

(g) any program agreed upon should be capable of systematic evaluation and must measure the educational impact of that program on students.

(h) an effective organization to provide the interface between business and education is essential.

(i) organizational commitment tends to be self-renewing if successful process and product are accomplished.

The project consists of two primary activities:

(1) Student phase

(2) Teacher-counselor phase

A. Student Phase Components

1. Work-Experience Education

This is a cooperative effort (Area Education Alliance) between the Nogales schools and private and public employers of Nogales, Tucson, and Ft. Huachuca, to give students an opportunity to discover their occupational interests and aptitudes by observation and by actually performing work in a variety of occupations.

There are four types of work-experience education. Each is related to the others, but is distinctive in its primary objective.

a. Exploratory Work-Experience Education

Provides the student with an opportunity for observation and supervised participation in a variety of occupations. He systematically samples conditions of work in the work location itself, and receives school credit for successful participation but no pay. This is a part of a Career Education program as it provides the basis for an informed career choice. Students do not replace paid employees.

b. Vocational Work-Experience Education

Provides specific (hands-on) occupational preparation for entry into selected vocations. The student is given part-time employment within the occupational area of his vocational program at school and receives pay and school credit for successful participation. If a student is not enrolled in a vocational education program at school, he may still participate in vocational work-experience provided that his occupational goal is that for which he is receiving on-the-job-training through participation in vocational work-experience education.

c. General Work-Experience Education

Offers maturing experiences for youth through supervised part-time employment as part of the total school program. It helps to develop desirable attitudes and promotes understanding of the relationship between formal education and job success. This part-time work need not be related to the specific occupational goal of the student. The student receives pay and school credit for successful participation.

d. Job Placement

Provides continued involvement with students who have opted out of school (drop-outs) to assist them to gain successful entry to the world of work, through job placement, job supervision, and school credits if desired.

This project proposes the distribution of students among the first three types of work-experience programs, and lowering the age of the participating students. Because "exploratory" work-experience does not involve pay or the employer-employee relationship, it is proposed that this program receive much greater attention than it has in the past. Here an opportunity exists to involve young people in a supervised program with school credit and with relatively little cost effect on employers.

Generally, students involved in vocational and general work-experience programs will be in the ninth and tenth grades -- preferably starting in the freshman year and continuing in the program through their senior year. It is not contemplated that employers need to "create" jobs for such students which would be in addition to normal force requirements. The project does require employers to earmark some intake jobs to be filled by two students, each working half-time. Additionally, such students could share one job throughout the summer months between their junior and senior year. Depending upon individual performance, work-study students could be offered full-time permanent employment upon graduation. Here again, employers need to plan ahead to assure themselves that they will have valid full-time job opportunities for graduating work-study students.

Staffing for internal coordination by employers depends upon the number of students involved and the type of program, i.e., exploratory, general and/or vocational.

In the case of smaller organizations where relatively few students would be enrolled, internal coordination can be handled without need for the full-time assignment of personnel. In organizations able to accomodate larger numbers of students, it may be necessary to assign full-time responsibility.

2. Career Information

The second component of the student phase is Career information. This consists of face-to-face contacts between volunteers from private and public employers and students. Such representatives from the world of work will supplement the activities of the professional guidance and counseling staff in the field of career preparation. Professional guidance and counseling personnel, are for the most part, too few in number, too busy providing academic counseling or dealing with behavioral problems, and too often lacking in the practical experience necessary to counsel youth in career preparation.

> "A recent calculation for one of the nation's largest school systems indicates that a student receives an average of about one hour per year of individualized counseling in junior high school and two hours per year in senior high school, making a total of nine hours over the six-year span."

The representatives from private and public employers who assist the professionals will be engaged primarily in the provision of information about careers and in coordinating off-campus contacts between students and the world of work.

3. Career and Placement Center

An important concept in effectively coordinating the student phase is a Career and Placement Center. The Center will make it possible to coordinate and implement the four basic elements of the program. The Center will be directed and supervised by a project director with guidance and counseling experience. It will be staffed by volunteers from public and private employers and a full-time career-counselor tied to the project.

The volunteers will provide information on careers and career preparation to individuals and groups of students. The counselor will coordinate Work-Experience Education programs, classroom visits and tutoring, and will help on Vocational Education programs.

A mobile team of volunteers will travel from school to school on a scheduled basis to provide the services needed.

Some school districts have already made substantial progress toward the provision of more and better information about careers to counselors and students. Project VIEW (Vital Information for Education and Work) which started in San Diego County, California, has now spread to more than 30 counties in California and to several other states. It provides general and local facts about jobs, and utilizes modern techniques including microfilm and data processing to disseminate such facts. Santa Clara County initiated a program called Occupational Exploration Program, which is designed to assist in both education and career planning. Data is collected from employers and provided to administrators, curriculum developers, teachers and counselors who are thus better equipped to relate educational planning with careers and to counsel students on career development plans.

The Center will also work with recent drop-outs to help them gain entry to the world of work.

B. Teacher-Counselor Phase

The evidence is that the great majority of vocational education teachers and educators engaged in guidance and counseling have had little or no personal experience with the world of work.

This phase contemplates several measures to overcome this deficiency. These include: employment of such educators during the summer in jobs related to their teaching specialty; workshops during the summer to provide educators an opportunity to spend several weeks observing the work operations of a variety of public and private employers; and the subsequent development of curriculum material related to the observations and work experiences.

EXEMPLARY PROGRAM
NOGALES PUBLIC SCHOOLS
FINAL REPORT
1974-1975

The project was submitted to the State Department of Education and was approved in January of 1973. By the time the funds were received and a staff hired, it was early April. Even though many potential dropouts were identified and the first activities accomplished, I would consider this to be our first mistake. The time to follow through on most of the identified potential dropouts was not sufficient. The following data was collected in April and May of 1973.

Identification of Target Students:1972-73

During FY72-73, one hundred ten (110) eighth graders were identified as potential dropouts. The basis for judgment was teacher opinion and standardized test scores. From the list, a program for assistance was constructed for each student. Strategies used included testing, tutoring, world of work experience, and job placement.

Of the one hundred ten (110) students identified in FY72-73, fifty six (56) are now classified as dropouts in FY74-75. This is a rate of fifty-one (51) per cent.

EXEMPLARY PROGRAM
NOGALES PUBLIC SCHOOLS
FINAL REPORT
1974-1975

PHASE II

The summer of 1973 was spent planning how to best bring services to one hundred ten (110) identified potential dropouts. It was decided that a job placement position be created and filled to help all the students who needed to work in order to remain in school find part-time jobs. This strategy was highly successful, as indicated by the following placement profile.

	1973-74
Students placed in job and work-study	106

Mr. Frank Morales handled job placement in FY73-74. Students were aided by the service as either work-study candidates, or part-time workers in local industry. In addition, students were placed in Coop classes at the high school, providing both high school credit and part-time pay opportunities.

PHASE III

A position of dropout counselor/remedial teacher was created and filled. This person's main job was to literally track down any student who was having difficulties in his studies and was on the brink of failing; counsel and offer any type of remedial help necessary to enable him to become successful. The dropout counselor/remedial teacher profile is as follows.

Eighty six (86) students identified as needing remedial help. Forty eight (48) were helped to such a degree as to make them successful in their classroom work.

Even though our main goal didn't change, our strategies did, as indicated by the following project plan for school year 1974.

GOAL:

To achieve a fifty percent (50%) reduction in the drop-out rate and to achieve meaningful placement of student and adult participants from the Nogales School District's Number One (1) and Ten (10).

1.0 OBJECTIVE

During F/Y 1974-75, a centralized counseling center will be established at Nogales High School to provide the following services:

a. Identification of potential dropouts.
b. One-on-one personal counseling.
c. Diagnostic Academic Testing - Pre-test, Post-test.
d. Preventive Counseling - Self-awareness, motivation.
e. Work/Study Growth Experience.
f. Student Management Free-Enterprise Activities.
g. Job Placement.
h. Career Orientation.
i. College Information and Placement.
j. Orientation to High School and College.
K. Student Tutorial Advisement Center.

ACTIVITIES

1.1.1 Compilation of needs assessment run F/Y 1974. Identify one hundred (100) eighth grade students through the administration of Demos "D" Scale and faculty evaluation.

1.1.2 Provide personal one-on-one counseling services for all students grades seven through twelve through the availability of four trained counselors.

1.1.3 Provide diagnostic academic testing services to program participants and all Nogales High School sophomores and seniors to measure academic achievement, placement and need through pre and post testing.

1.1.4 Provide a Preventive Counseling Program through the services of four trained counselors and to develop student's self-awareness of his capabilities, potential and responsibility as a student and citizen.

1.1.5 Develop a Work/Study Program to provide program participants with experience and training in the World of Work while attending high school.

1.1.6 Develop a student-managed Free Enterprise Program to provide students with World of Work experience at Wade Carpenter Junior High and Nogales High School.

1.1.7 Provide program participants with job opportunities within the district and community which correlate with the participants' career objectives through the services of a trained job placement officer familiar with the community.

1.1.8 Make available all career information including the fifteen career clusters from the Resource Center to orient and guide students in career choices.

1.1.9 Provide students with the services of four trained counselors to disseminate information on colleges, programs, requirements, services, and financial assistance.

1.1.10 Provide students with services of resource personnel to aid in the completion of all college placement and financial assistance forms.

1.1.11 Provide Wade Carpenter Junior High Eighth Grade students with orientation sessions and pre-registration to facilitate transition to Nogales High School.

1.1.12 Through field trips and speakers from Arizona colleges and universities, facilitate transition of students to college life.

1.1.13 Develop a Student Advisement Center Program at Nogales High School.

1.1.14 Counselor and teacher recommendation of twenty (20) potential peer counselors.

1.1.15 Three-week daily three hour training sessions of peer counselors by trained counselors prior to beginning to academic school year.

1.1.16 Peer-counselors participate and intereact with high school students concerning orientation, mechanics of registration and other school activities.

2.0 OBJECTIVE

During F/Y 1974-75, a Center for Independent Study will be established at Nogales High School to provide the following services:

a. Tutorial Assistance Program for students and adults.
b. Performance-Based Retrieval System.
c. Adult Basic Education.
d. Special academic related activities for gifted and handicapped individuals.
e. Business designed instructional program for immediate job placement.
f. On-going activities for human development as related to administrators, teachers, and student population.
g. Resource Center for the development of interdisciplinary career, academic, and bilingual materials.
h. Citizens' Advisory Committee.

ACTIVITIES

1.2.1 Develop materials for the purpose of interviewing and selecting peer tutors.

1.2.2 Identify twenty-five (25) peer-tutors through application, interview, and recommendation forms.

1.2.3 Provide a Pre-service and In-service Program and schedule in-service on a monthly basis.

1.2.4 Offer tutoring to satisfy oral English requirement to High School Juniors and/or Seniors.

1.2.5 Identification of tutees through faculty and counselors at Wade Carpenter Junior High and Nogales High School.

1.2.6 Coordinate assignment of tutors and tutees to satisfy program and course requirements.

1.2.7 Evaluation of Tutorial Program through questionnaires, attendance, progress in subject matter.

1.2.8 Provide counseling services to enrollees in Adult Basic Education Program at Nogales Public Schools and Community Centers.

1.2.9 Make available all facilities, materials and equipment to Adult Basic Education enrollees.

1.2.10 Research employment opportunities in Nogales School District Service Area.

1.2.11 Administer Kuder E General Interest Survey to Wade Carpenter Junior High School Eighth Grade Students who indicate lack of career

interest as shown by Demos "D" Scale Survey.

1.2.12 Administer Kuder DD Occupational Interest Survey to Nogales High School Students, Adults and Dropouts as requested by counselors and faculty.

1.2.13 Contact businesses for On-the-Job Training Opportunities.

1.2.14 Develop instructional programs as required by business employer for structure of training program.

1.2.15 Administer Training Program to participants and/or employees.

1.2.16 Provide supervision and Retrieval System on job placement.

1.2.17 Evaluation of trainees through use of A.T.S. Job Performance Scale and student reviews.

1.2.18 Seminar on Management by results conducted prior to the beginning of the academic year.

1.2.19 Resource cadres selected from districts will help staff as consultants on related activities.

1.2.20 Maintain and continue monthly Group Dynamics Sessions with staff, faculty and students.

1.2.21 Provide exposure to programs, sessions and workshops to staff and faculty through field trips and visitations.

1.2.22 Establish a Resource Center to make media available for students and adults at Nogales High School.

1.2.23 Facility will be staffed and supervised by a faculty member responsible for the Independent Study Center.

1.2.24 Materials shall be developed and provided to meet the needs of all participants.

1.2.25 Clientele will be oriented and instructed on the use of media and equipment.

1.2.26 Dissemination of information from the Resource Center will be made available to the community.

1.2.27 Effectiveness of Resource Center will be through attendance and a subjective evaluation in counseling sessions and by students.

1.2.28 A Citizens' Advisory Committee will be formed to be represented by staff (ex-officio), teachers, community members, appointed by School Board Members, students, appointed by Nogales High School students.

1.2.29 Citizens' Advisory Committee will serve in an advisory capacity to the Program Coordinator and Staff.

1.2.30 Citizens' Advisory Committee will set meeting arrangements as deemed necessary.

1.2.31 Staff and faculty will design curriculum to meet the needs of gifted individuals in the Nogales High School District.

1.2.32 Curriculum and activities will be developed for handicapped individuals in the Nogales School District.

1.2.33 A Performance/Based Retrieval System will be identified and studied for implementation at the Center for Independent Study at Nogales High School.

1.2.34 Resource cadres composed of selected personnel will help staff and faculty identify Performance/Based Retrieval System as applied to Center for Independent Study.

1.2.35 Pre-service and In-service Training Sessions to develop modules (learning packages) and supporting mediation designed to accommodate students and adults.

1.2.36 Curriculum Writer will be responsible for developing modules prescribed to students and adults assigned and enrolled in Center of Independent Study.

1.2.37 Resource Center will be used for module dissemination, testing and scheduling learning activities.

1.2.38 Instructors will be available to assist students and adults as facilitators and managers of instruction.

1.2.39 A Retrieval System of the progress of the students and adults will be maintained.

1.2.40 Evaluation and effectiveness of Performance/Based Retrieval System will be determined on the student's progress and completion of the modules retention and attendance.

EXEMPLARY PROGRAM
FINAL REPORT
1974-1975

Most of the objectives were met in the FY74 school year as demonstrated by the following report. As you read this report, you will note that, even though the objectives were met, the staff was still not satisfied with the results. Why? Because it was felt that this project and the district counseling services had to be unified in order to meet the total needs of the students. This point was quite evident by the number of (other) students who received services via the counseling center. Another problem that had to be faced were the results of the Demos "D" Scale used to identify potential dropouts (see attachment A).

Nogales Exemplary Project
Nogales, Arizona
1973 - 74

Achievements of the Nogales Exemplary Project during July 1, 1973 - June 30, 1974.

A. Three hundred fifty (350) eighth graders from Wade Carpenter Junior High School were surveyed using the Demos "D" scale (questionnaire used to identify potential drop-outs). (See Attachment A)

B. Identified potential drop-outs in Wade Carpenter Junior High School in the Nogales School District #1.

C. Visited programs and projects in the state for consultation on developing a program in our district to reduce the drop-out rate.

D. Introduced "Free-enterprise" concept as a pilot program at Wade Carpenter Junior High School.

E. Assigned a community member experiences in construction to introduce and expose students to the "World of Construction".

F. Provided career information to identified potential drop-outs and special education students.

G. Assisted faculty members at Wade Carpenter Junior High School and Nogales High School with resource materials, references, resource personnel.

H. Instrumental in the development of program for the centralization of the counseling services at the High School.

I. Provided assistance to graduating seniors, drop-outs, college transfers, and past graduates in their transition to a post secondary institution.

J. Assisted approximately one hundred ten (110) students in obtaining financial aid from post secondary institutions. (An estimated $200,000.00 may be obtained in financial aid for these students if they complete processing their materials and attend the institution of their choice).

K. Developed and implemented a tutorial program for students from the Nogales School Districts #1 and #10. Special Education students were also assisted by our Tutorial Program.

L. Exposed faculty members from both Junior and Senior High Schools to alternative programs to enrich their curriculum offering.

M. Worked in obtaining commitment for coordination of all programs and services for the total student population of the district.

Nogales Exemplary Project
Nogales, Arizona
1973 - 74

Recommendation on the operation of the project for 1974-75.

These are recommendations for meeting the objectives of the project as developed and funded by the Department of Education, Division of Vocational Education, Exemplary Programs.

1. Recognize the need to centralize all the counseling services at the High School. Staff members should also have knowledge of working with the disadvantaged and who indicate an honest commitment for service to them. Commitment and communications ability are critical. Counselor student load should be shared as much as possible by all the staff in order to service all students.

   Counselors should not be assigned to extra-curricular activities, classes, or responsibilities that will obstruct communication with the counselor.

   The district should also commit itself to the project coordinator and the project objectives and activities.

2. Be aware of the various changes in financial aid programs. Encourage counselors to attend sessions or workshops which provide resources of information required in servicing all students.

3. Maintain a close communication with all faculty members on the progress, problems, and activities of all students through a retrieval system. Disseminate information, literature, materials to the community on the services provided through the Counseling and Independent Study Centers. Conduct orientation sessions for students, parents, and the community on testing, requirements for graduation, college, and/or technical institutions, financial aid programs, etc.

7/1: sg

I. GOAL:

To identify potential drop-outs, provide world of work exploration opportunities, achieve a fifty (50%) per cent reduction in the drop-out rate of the target population, and to prepare the target group through exploration opportunities for the achievement of a seventy-five (75%) per cent successful placement into the "hands-on" world of work experiences.

1. Objectives

1.1 During F/Y 1973-74, one-hundred (100) eighth grade students identified by the Demos D Scale and Faculty evaluation as potential drop-outs at Wade Carpenter Junior High School in Nogales School District #1 will be given career information on fifteen (15) occupational clusters as will be evidenced by pre and post testing with criterion reference test.

(A.) Activities

1.1.7 Opportunities to interest target students in ten (10) occupational clusters will be provided for one hundred (100) eighth grade students through career education resource speakers.

We continued to provide resource speakers to faculty members at Wade Carpenter Junior High. Resource speakers conducted presentations in Law-Enforcement, Business Administration, Horticulture, Drug Control and Prevention and military opportunities. The Career Counseling Center Staff directed itself in providing presentations, orientation, and awareness in career opportunities at Wade Carpenter Junior High and Nogales High School.

1.1.8 Opportunities to observe workers in five (5) occupation clusters will be provided for one hundred (100) eighth grade students through on-site institutions via field trips.

Due to the fuel shortage during the winter, our program activity 1.1.8 had to be changed. We implemented a pilot program on the "Free-Enterprise" concept to provide students with realistic experiences in various occupational areas. Faculty, administrators, and staff visited various districts for orientation of developing programs where a variety of occupational clusters could be exposed, developed and implemented at Wade Carpenter Junior High and Senior High Schools.

1.1.9 Compilation of student data for the purpose of intention of continuing their education.

Four eighth grade classes, approximately one hundred twenty (120) students, participated in two

companies under the direction of Mrs. Nancy Morales and Mr. Jack Beck, Art and Industrial Arts respectively. The two companies formed were "The Mini-Nursery Co." and "The Ecology Box Co." Students formed their own companies, studied stocks and bonds, bought and sold shares of stock among company employees. One company sold one hundred seventy-five (175) shares of stock @ 25¢ per share. The students learned math as applied to the business world. The company members studied botany, plants, soils, fertilizers, temperatures and other information in reference to terrariums. There was extensive motivation throughout the school and community. Next year, a similar program will be offered to the students.

As a result of this brief experience at Wade Carpenter Junior High School, the effect was carried into the High School and the staff of the Special Needs Program at the High School began to make plans for two companies for the next academic year, 1974-75.

These companies were to be developed and coordinated into our new approach toward servicing students. Through our Centralized Counseling Center and Independent Study Center, students will be offered different alternatives to remain in school and gain a worthwhile experience.

II. GOAL:

To provide and achieve a seventy-five (75) per cent successful placement of students in the target population through "hands-on" work experience and simultaneously achieving a fifty (50) per cent reduction of the drop-out rate.

2. Objectives

2.1 During F/Y 1974-75, students in the ninth grade in Nogales High School who were identified as potential drop-outs in F/Y 1973 will have the opportunity to sample and determine their interest and ability in performing worker tasks in two occupational clusters, as evidenced by "hands-on" work experience placement within the Nogales community as well as by feedback from the employer utilizing the "Job Performance Scale" Form and student evaluation placement utilizing a self-rating scale.

(A.) Activities

2.1.4 Student applies for work experience opportunity using the Aptitude Test Service Application For Employment Form.

2.1.5 Student has simulated interview for hands-

on position by participating parent or community member.

Since we were unable to obtain our employment forms to be used in Activity 2.1.5, students were not able to gain this experience through parents or community members.

The activities listed below were not achieved with the ninth graders because of the following factors:

a. As stated in the previous activities, funds were not available for the necessary materials.

b. Fuel shortage required a change in the program activities.

c. Agreement from High School Administration that target students would be counseled and placed in various job opportunities by the counselors and job placement officer.

d. Lack of cooperation by some teachers and counselors in coordinating programs to service target clientele.

(B.) Activities

2.1.6 Student is assigned to hands-on employer for one hour per week for twelve (12) weeks.

2.1.7 Student meets with Career Counselor for one hour per week in continuing small-group discussions focusing on evaluating the complete work experience including job attitudes, work traits, and skills necessary.

2.1.8 At completion of twelve (12) week placement, participating parent or community member evaluates student through use of A.T.S. Job Performance Scale and reveiws evaluation with student.

2.1.9 At completion of twelve (12) week placement, student evaluates himself through use of A.T.S. Performance Scale.

III. GOAL:

To establish a Resource and Consultation Center to provide target clientele with information on careers, occupations, and educational opportunities in an effort to achieve the seventy-five (75%) per cent successful placement and experience in the "hands-on" World of Work and the reduction of drop-outs.

3. Objectives

3.1 During F/Y 1973-74, a Resource Center will be established to make media available to meet the demands for specific information concerning the needs of the project clientele. The availability of the Resource Center will also provide information to the community. Staff members will man the center to provide information and consultation on career opportunities.

(A.) Activities

3.1.4 Correlate the use of the Resource Center with hands-on work experience including job applications, qualifications, education, or skill required.

At this point, the Resource Center has been utilized more by seniors who were searching for assistance in identifying careers, interests, and institutions which would provide the education or training for their goals. We assisted them in locating resources, materials and requirements on their choice of educational goals. The entire staff worked with each student in completing applications for admission, financial aid, and scholarships. Letters of recommendation, request forms, health reports, affidavits, transcript requests, summer program literature and referrals were managed by our staff.

We serviced one hundred thirty (130) Seniors. At the time of this report, one hundred eighteen (118) had been admitted at the institution of their choice, sixty-seven (67) had been funded through the financial aids office for approximately One hundred thirty-four thousand ($134,000.00) dollars. Thirty-five (35) additional students who qualify will be receiving on the average of Eighteen hundred ($1,800.00) dollars each per year for another Sixty-three thousand ($63,000.00) dollars for an estimated total of One hundred ninety-seven thousand ($197,000.00) dollars in financial aid from a combination of funding sources; BEOG, SEOG, CWSP, NDSL, FISL, GSL, Scholarships, Campus Employment, Nursing Loans and University Loans.

3.1.5 Resource Center will be open and available with staff members during the evening for community members.

The service that we were providing for students at the high school, especially our seniors, quickly filtered into the community. Word of mouth communication attracted former students, past graduates who had never attended college and drop-outs. Parents became concerned and involved in assisting their college-bound young adults.

Because many of the students had jobs during the day, we opened our facility and continued our services during the evening, often until 9:00 or 10:00 P.M.

3.1.6 Dissemination of information from the Resource Center will be made to students and the community.

The best method in disseminating information on our services and the Resource Center was conducted by the same students who were receiving the service of our facility and staff. We also wrote articles for our local paper to publish. Our staff corresponded regularly with all of our students.

3.1.7 Use of Resource Center and consultation will be provided for community members and other interested students.

Students, parents, past graduates and drop-outs became aware of the service and materials available at our Resource and Counseling Center. We were available to provide the same service we were providing to the other students.

3.1.8 Compilation of attendance data on the utilization of the Resource Center.

On our Addendum for Fiscal Year 1974-75, we provided you with an unduplicated number of Five hundred fourteen (514) students serviced by our facility and our program. This count did not include twenty (20) teachers and an additional twenty (20) parents.

3.1.9 Evaluate the effectiveness of the Resource Center for target students through attendance and subjective evaluation of counseling sessions.

The students who attended the Resource Center were responsive to the materials, equipment and information which wer provided. Faculty members referred students to the Center for research and consultation.

The effectiveness of our orientation and counseling sessions were very positive. Students continued to seek our services and assistance. We concluded that for once, the students had a place and people who were concerned and interested in them. Students have lacked this service in the past and it is for this reason that we developed our Centralized Counseling Center which will be in full operation next during fiscal year 1974-75.

3.1.10 Evaluate the effectiveness of a Resource Center for community members.

Our contact with the community came through our students when they involved their parents. Parents, in assisting their young adults became aware of how we were meeting their needs. They consistantly called on us for assistance. Often our staff has been praised for the

work we have done for all students.

IV. GOAL:

To provide students in Special Services Programs with tutorial assistance to aid them in acquiring skills, enrichment and motivation necessary to academic success.

4. Objectives

4.1 During F/Y 1973-74, target students from the eighth and ninth grade will be identified for tutoring. Volunteer peer-tutors, upper-classmen and community members will be trained and assigned to assist target students. A project staff member will be assigned to coordinate, supervise and evaluate the total component.

(A.) ACTIVITIES

Refer to the attached copy of the Tutorial Program Evaluation Report.

(B.) PROBLEMS/ASSISTANCE NEEDED

The vacated counseling position which was never filled, was detrimental to the outcome of the goals and objectives of the project. There was a lack of cooperation on some of the activities. This project should be an intrinsical part of the Guidance and Counseling Department.

(C.) EVALUATION

There was a need for our project to become involved with working with the seniors. Administrators, faculty, students and community members reacted very favorably on how wer worked with students. The outcome of our services have resulted in the unification, centralization, and coordination of programs in an effort to service the total student population.

SECTION II. BUDGET

Attached is a copy of the complete expenditures and balance to June 30, 1974.

SECTION III. COMMUNITY INVOLVEMENT

The community became involved when students made them aware of the services we were providing for their young adults.

SECTION IV. GENERAL COMMENTS

The new direction of the project has proven effective. More teachers and administrators have become involved with the activities of the project. A program to service students in the district will be implemented during the

Fiscal Year 1974-75. Continued contact and communication is maintained with the Exemplary Program Specialist.

74-EP-603
NOGALES EXEMPLARY PROJECT
Career Counseling Center
1973-74
TUTORIAL ASSISTANCE PROGRAM

The Career Counseling Center (Exemplary Project 74-EP-603) is funded to lower the drop-out rate in the Nogales Public Schools. One method of drop-out prevention used by the project in F/Y 73-74 was the formation of a Tutorial Service. Through the use of this service, it was hoped that the potential drop-out with academic problems would receive one-to-one help, improve academically and remain in school. The success of this program will not be known until registration, Fall, 1974.

The Tutorial Assistance Program developed through the Nogales Exemplary Project, also worked with the Special Education Program of the district. We provided students to work directly with the Special Education Instructor and the target students on a one-to-one basis as well as group tutoring.

With the cooperation of the Bilingual Program of the district, student tutors were compensated for their tutoring time until the funds were withdrawn due to a conflict with the Special Education Psychometrist-Psychologist, implying that tutors were not qualified to tutor Special Education Clientele.

The tutors were chosen primarily from the Junior and Senior Classes at Nogales High School. Faculty referral, self-referral and the list of identified potential drop-outs were the basis used to select tutees.

All tutors were expected to successfully complete an application procedure. This procedure consisted of:

1. Application Form
2. Class Schedule Card
3. A Personal Interview
4. At least two recommendations of classroom teachers in the subject area chosen by the tutor. (Forms attached, Exhibit A (1-6).

Students recommended without reservation by the interviewer and one classroom teacher were chosen as tutors.

A two-week Pre-service Training Program was given to the tutors. This program included:

1. Demonstration of ability to make up an acceptable pre and post test in reading or mathematics.
2. Availability of Resource Personnel and material within the district was made known.
3. Discussions and demonstrations of different methods of teaching reading and mathematics.

After completion of the Training Program, students were assigned to individual students to tutor at the grade level and in the subject area of their choice.

To be effective in tutoring, the tutor must successfully prepare and organize materials, initiate and direct discussions, explain and simplify the subject for the tutee. As these activities involve the skills of organization and successful and directed oral expression, one tri-mester English credit for "Oral English" (a requirement for graduation) was offered to the Seniors. It was felt by the English Department and the Administration of Nogales High School that the skills taught in "Oral English" class were practiced daily by the tutor. Therefore, it was considered the equivalent of this required course.

It is very evident that in order to service, supervise and control attendance of both tutors and tutees that there is a need for a centralized facility, a Tutorial Center, equipped with materials, literature, audio-visual equipment, etc. in order to provide a program which will be effective for the total student population.

Tutors were evaluated twice during the last tri-mester by the teachers of the tutees. Evaluation was based on attitude, responsibility, attendance, knowledge of the subject and the ability to explain. (Exhibit A-4). Students receiving "Oral English" credit recieved their grades based on the evaluation forms. The grades were given by the Chairman of the English Department and the Tutorial Coordinator.

However, the Program had only one major flaw. This was poor attendance on the part of the tutors and tutees. Toward the end of the tri-mester, attendance dropped as end-of-the-year activities increased. Even though it had been impressed upon the tutors to call or notify the teachers, tutees or the Tutorial Coordinator in case of absence, few made any attempt to do so. This was the main complaint of the teachers involved in the Tutoring Program.

The tutor's knowledge of the subject and his attitude toward both the tutee and tutoring and his ability to explain were considered exemplary by the teachers. The teachers also reported that the tutee's attitude toward school was changed considerably in a positive manner.

At the inception of the Program, it was thought that tutors and tutees would work in a one-to-one relationship. However, some teachers felt that the tutors could be used more efficiently in their classroom if they worked with small groups, and/or helping the teacher answer individual questions which might arise after the introduction of a new skill.

General statistics of the Tutorial Program developed and implemented on January 25th, 1974.

1. Number of students who applied or who were recommended as potential tutors.

   A. Sex

Males	44
Females	36

   B. Age

19	8	17	27	15	6
18	24	16	13	14	2

C. Total Number of Tutors Assigned:

Males.....31
Females.....27

Total.....56

D. Subjects Tutored:

English.....5
Reading.....18
Special Education.....10
ESL.....4
Mathematics.....14
Social Studies.....2
Biology.....3
Elem. Subjects.....2

E. Participating Schools and Number of Tutors Assigned:

A. J. Mitchell.....11
Lincoln.....1
Sacred Heart.....1
Mary Welty.....1
Wade Carpenter Junior High.....18
Nogales High School.....26

F. Total Hours Tutored in Four Months of Service:

Total Hours.....987

G. Approximate number of Tutees Serviced:

Tutees Serviced...190

(Definite statistics are not available on the tutees due to the variety of methods in which the tutors were utilized by the instructors; some one-on-one, small groups, different groups, etc.)

EVALUATION: The true effectiveness of the services that were provided for these students will not be reflected if this program is not continued. Some evidence of success was the attitude that teachers reported on the tutees toward school and their classes. Tutees reported how much more comfortable they felt after demonstrating some success.

Student tutors also felt rewarded because they were reaching some students; they were playing an important role in the success of the tutee in his particular discipline.

It is extremely difficult for teachers to reach all students, especially in an environment with so many cultural, social and economic differences, that a Tutorial Program is vitally needed to accommodate those who may be or get deprived of an education.

RECOMMENDATIONS: The Tutorial Assistance Program, implemented on January 25th, 1974, will require (1) a centralized location with essential materials and equipment to

facilitate learning to students recommended and/or requiring tutorial assistance; (2) direct supervision as scheduled; (3) Retrieval System on students by personnel participating in program; (4) offer credit in tutoring through the English Department through a course designed to train students to do an effective job in tutoring with an emphasis on responsibility.

EXHIBIT A

TUTORIAL PROGRAM

IN-SERVICE TRAINING — Time: One Hr. Wkly.

I. Continuance of Pre-Service Training

A. Methods of Teaching

1. Group Sessions
   a. math
   b. science
   c. language arts
2. Individual Teacher Help

II. Attitude of Tutee

A. Group Sessions to Discuss Problems

B. Individual Teacher Help

III. Evaluation Forms

A. Development

1. Self-evaluation by tutors
2. Tutee Evaluation
   a. attendance
   b. attitude
   c. academic
3. Program Evaluation

TUTORIAL PROGRAM

PRE-SERVICE TRAINING

I. Pre and Post Tests

A. Purpose

1. Pre-test - to discover skills the tutee has and what he lacks.
2. Post-test - to discover if any progress has been made in areas that have been remediated by tutor.

B. Format

1. Examples
2. Exercises on making up tests using teacher's editions of books in subject area.

C. Quiz

1. Open book, take home test of pre and post test, after tutee has been assigned.

II. Basic Skills List

A. Purpose

1. To check off from pre-test the areas where remediation is necessary.

B. Format

1. Examples
   a. give copies to tutors of lists from grades 1 through 6 in math and English.

III. Methods of Teaching

A. Purpose

1. To motivate tutors by innovative teaching methods, using basic skills test.

B. Format

1. Examples by coordinator and speakers from different subject areas:
   a. Reading
   b. English (including ESL)
   c. math
   d. science
   e. others

C. Class Presentations of teaching basic skills, by the tutor.

IV. Resource Material

A. Purpose

1. Library
   a. High School
   b. Jr. High School
2. Career Counseling Center
3. Program Coordinator

B. Format

1. Tours
2. Speakers

C. Class Assignments

V. Resource Personnel

A. Purpose

1. Explain availability of resource personnel
   a. librarian
   b. teachers
   c. bi-lingual project personnel

VI. Teacher Cooperation

A. Purpose

1. Subject area teachers of tutee's response to effectiveness of program on tutee's
   a. attitude
   b. attendance
   c. academic achievement

B. Evaluation form made by tutors for effectiveness of program during in-service training, to be given at end of program.

EXHIBIT A-2

CAREER COUNSELING CENTER
Tutorial Assistance Program
Nogales, Arizona

EVALUATION OF TUTOR

TUTOR EVALUATION _____ Date _____
(Name)

Circle One	Excellent	Good	Fair	Poor
Knowledge of Subject	1	2	3	4
Ability to Explain	1	2	3	4
Attitude toward Tutoring	1	2	3	4
Attitude toward Tutee	1	2	3	4
Responsibility	1	2	3	4
Attendance	1	2	3	4
Preparation	1	2	3	4
Patience	1	2	3	4

WOULD YOU RECOMMEND HIM/HER AS A TUTOR FOR NEXT YEAR:

YES _____ NO _____

COMMENTS:

_____
(Signature)

Return to: Ms. Medlen, Coordinator
TUTORIAL ASSISTANCE PROGRAM
Career Counseling Center
(Mailbox in High School Office)

Exhibit A-3

TUTORIAL INTERVIEW

NAME _____ AGE _____ GRADE _____ GRADE PREF. _____

Do you have your own transportation? Yes _____ No _____
Valid Arizona Driver's Licence? Yes _____ No _____

Why do you want to be a tutor?

Do you think you will be effective as a tutor? Why?

How do you intend to find the instructional level?

By what methods do you intend to present your subject?

What would you do if:

A. Student refuses to do any homework or study at home.

B. Student tries to avoid work by starting conversations with you.

C. Student seems to be trying his hardest but simply cannot do the work you have presented to him.

RECOMMENDED: YES _____ NO _____ INTERVIEWER _____

COMMENTS:

SUBJECTS TO BE TUTORED:

SUBJECT (in order of preference)	GRADE LEVEL PREFERENCE	TEACHER REP.
_____	_____	_____
_____	_____	_____
_____	_____	_____

EXHIBIT A-4

CAREER COUNSELING CENTER
Tutorial Assistance Program
Nogales, Arizona

TEACHER RECOMMENDATION

Date _____

Dear _____,

_____ name has been given to us as a potential tutor in _____. He/she has given your name for a recommendation in this subject. Could you please fill out the form that follows so we may more carefully appraise his/her qualifications? Thank you.

Circle One	Excellent	Good	Fair	Poor
Peer relationships	1	2	3	4
Student/Teacher relationships	1	2	3	4
Responsibility	1	2	3	4
Academic Ability	1	2	3	4
Attendance	1	2	3	4
Patience	1	2	3	4
Ability to Explain	1	2	3	4

WOULD YOU RECOMMEND HIM/HER AS A TUTOR? YES _____ NO _____

COMMENTS:

_____
Signature

Return to:
Ms. Medlen, Coordinator
TUTORIAL ASSISTANCE PROGRAM
Career Counseling Center

Tutorial Assistance Program
Nogales, Arizona

EXHIBIT A-5

Date: _____ Age: _____

NAME: _____ Social Security # _____

ADDRESS: _____ Phone _____

City: _____ SEX: Male - Female CLASS: FR. SO JR SR

CLASS SCHEDULE

SUBJECT	ROOM	PERIOD	TIME	INSTRUCTOR	GRADE

EXHIBIT A-5

CAREER COUNSELING CENTER
Tutorial Assistance Program
Nogales, Arizona

TUTOR'S APPLICATION

Please Print Legibly:

Mr.
Miss
Mrs. _____ Date _____
Last First Middle

ADDRESS: _____ PHONE _____
No. Street City

AGE: _____ BIRTHDATE: _____

If working during semester: TYPE OF WORK _____ Hrs. Per Wk. _____

Last Semester's G.P.A. _____ Overall G.P.A. _____

Major or Vocational Objective _____

_____

List courses completed and give the grade after each.

English _____ Grade _____ Reading _____ Grade _____

Math _____ Grade _____ Biology _____ Grade _____

Science _____ Grade _____ Home Ec. _____ Grade _____

Number of years of college education: _____

What are the subjects in which you feel best qualified to tutor?

SUBJECT	TEACHER REFERENCE	SUBJECT	TEACHER REFERENCE

Would I like to tutor· Sixth Seventh Eighth Fr. So. Jr. Sr.

What languages other than English, do you:

Speak _____ Write _____ Read _____

PLEASE CIRCLE THE HOURS WHEN YOU ARE AVAILABLE FOR TUTORING:

Monday	8	9	10	11	12	1	2	3	4
Tuesday	8	9	10	11	12	1	2	3	4
Wednesday	8	9	10	11	12	1	2	3	4
Thursday	8	9	10	11	12	1	2	3	4
Friday	8	9	10	11	12	1	2	3	4

ATTACHMENT A

In December 1974 an instrument measuring the correlation between attitudes toward education, school, parents and teachers, and the potential of dropping out, was administered to 8th grade students in the Junior High School. The results, which are graphically summarized, indicate that these students place a high value on education and school but view teachers quite negatively. The results are particularly significant when compared with a reference group of incarcerated juvenile delinquents. The average student is even more negative than his peer who has been determined to be a social deviant. The prevalence of dissatisfaction with the teaching staff was not related to the level of educational attainment.

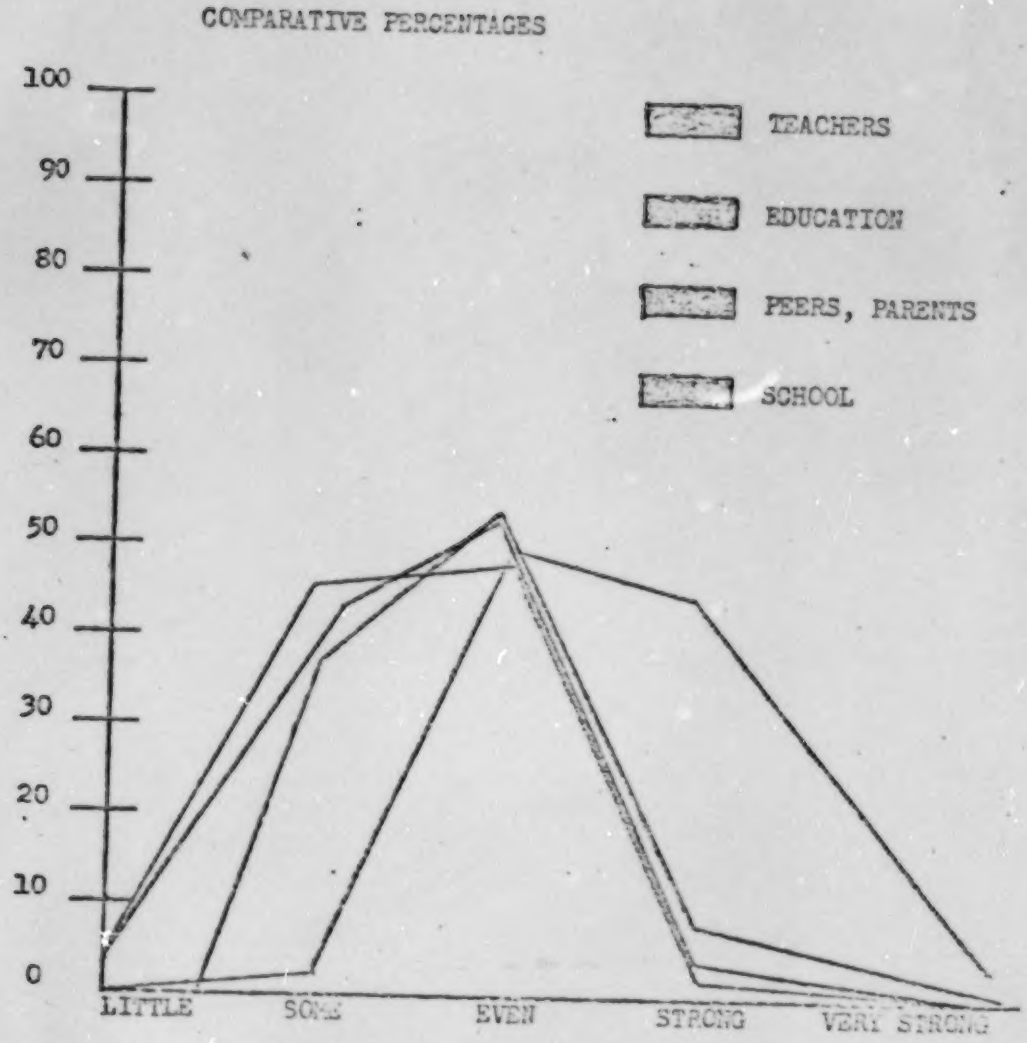
Eighth Grade Educational Goals

Junior High	3	1%	Total
Senior High	97	31%	
Junior College	40	13%	
University	165	53%	98%
	No response		2%
	Total		100%

The students indicated a high level of aspiration both educationally and occupationally with approximately 66% intending to attend a 2 year or 4 years post high school educational institution. Historically by the end of the sophomore year, 9% of the students have dropped out from high school. It seems that as the student progresses in school, he becomes increasingly sensitive to the negative expectations of the teaching faculty and community. He perceives the shool system as deterring rather than an implementing force in helping him attain his life's goals. His

1974-75 8th Grade
SUMMARY

ATTITUDES COMPARED WITH DROP-OUT PROBABILITY ON FOUR FACTORS

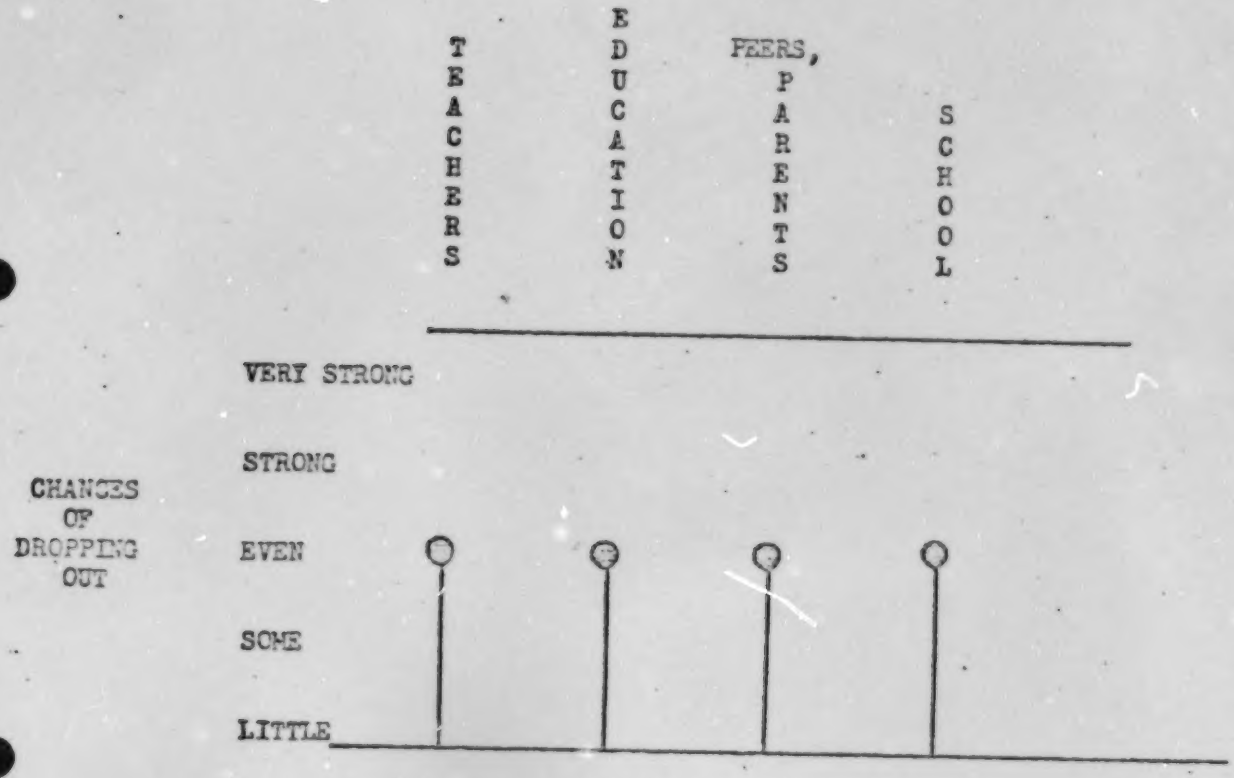


1974-75 8th Grade
SUMMARY

ATTITUDES COMPARED WITH DROP-OUT PROBABILITY ON FOUR FACTORS

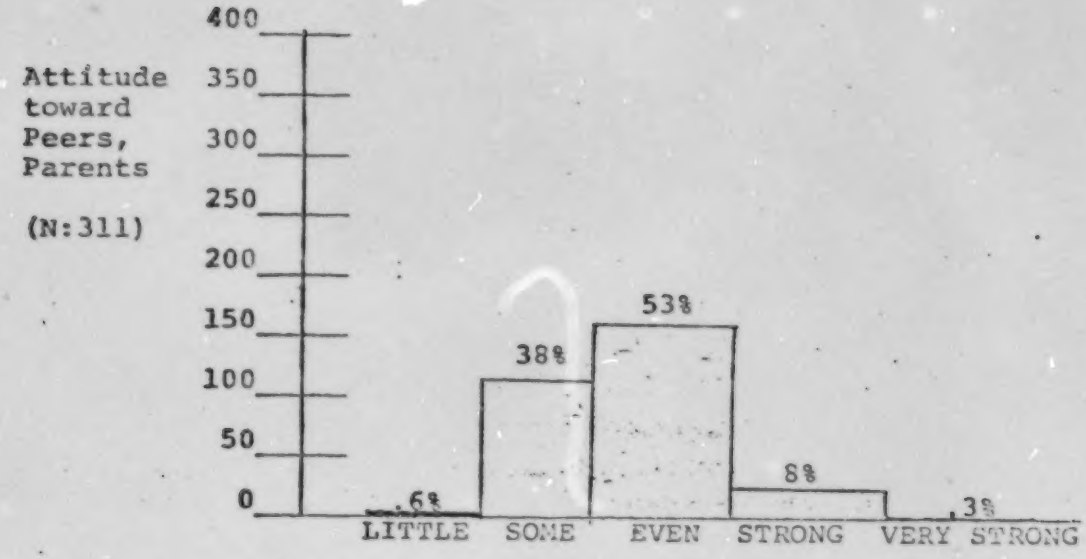
50th PERCENTILE FOR FOUR FACTORS

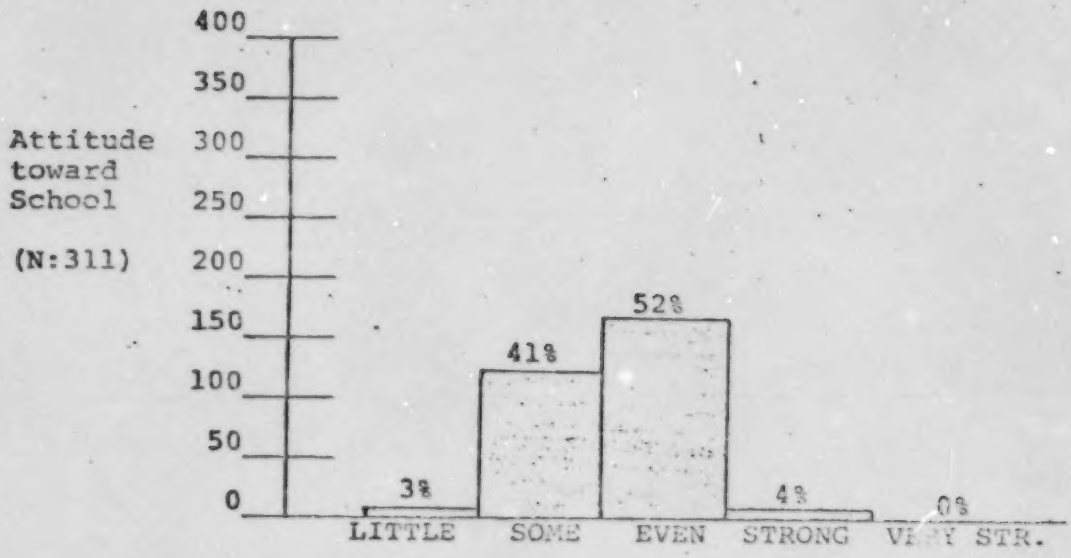
ATTITUDES TOWARD



1974-75 8th Grade
Summary

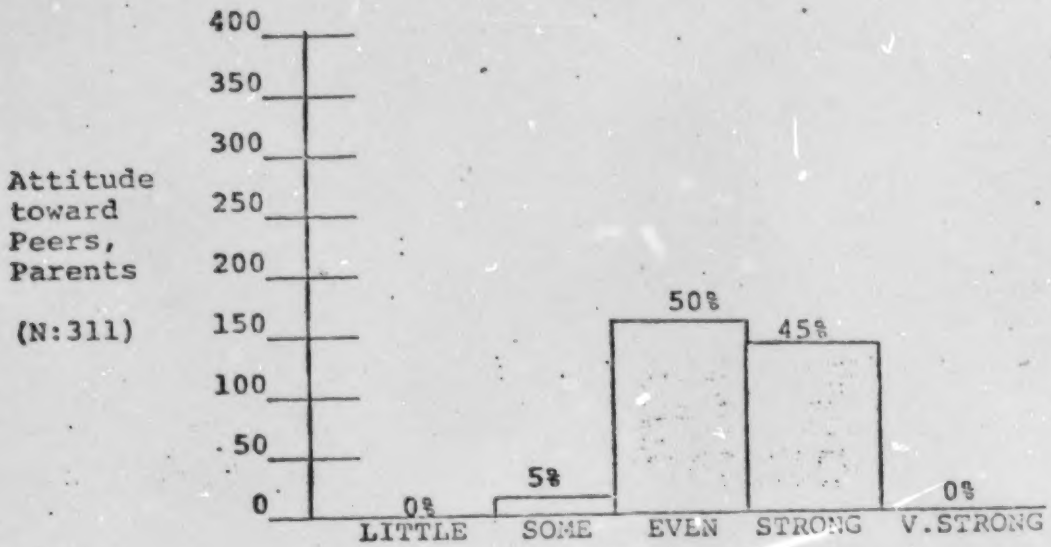
ATTITUDES COMPARED WITH DROPOUT PROBABILITY
ON FOUR FACTORS

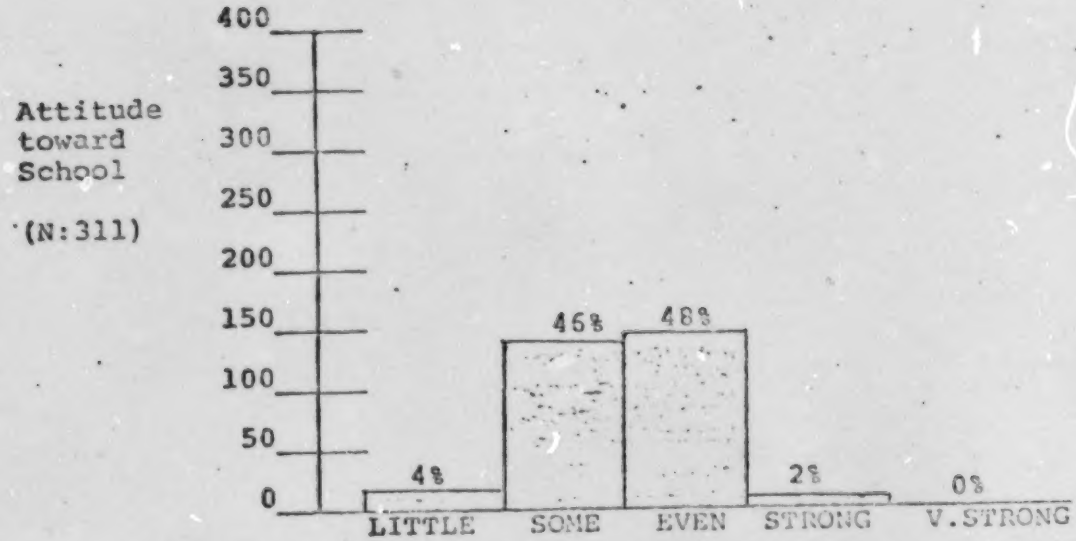




1974-75 8th Grade
Summary

ATTITUDES COMPARED WITH DROPOUT PROBABILITY
ON FOUR FACTORS



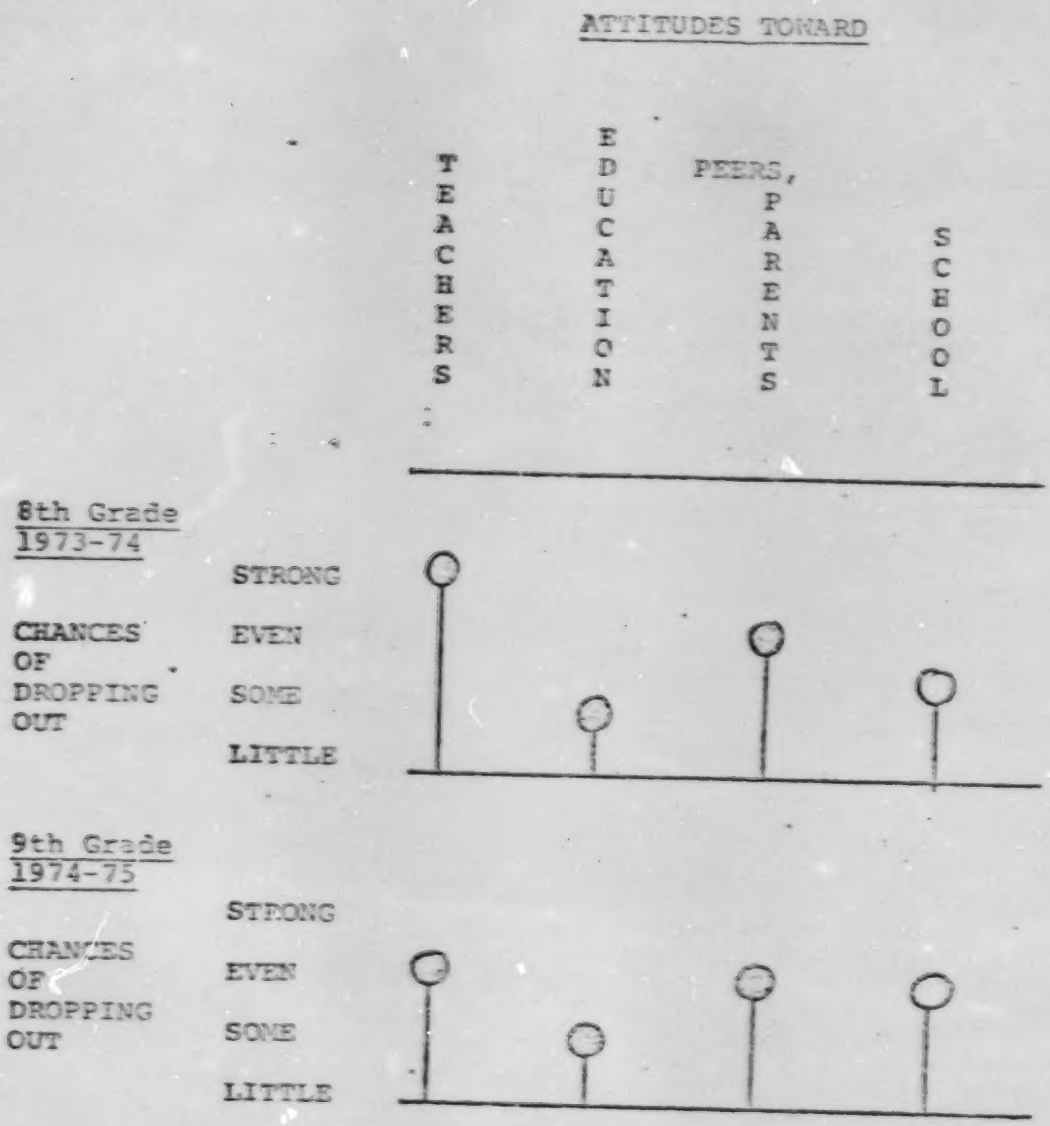


feeling of inadequacy are reinforced, and after repeated failure, he leaves school in an effort to find success in the world of work. Once out of school, he finds limited opportunities due to his lack of preparation.

In October 1973, an instrument measuring the correlation between attitudes toward education, school, parents and teachers, and the potential of dropping out, was administered to 8th grade students in the Junior High School. The same instrument was administered again to the same group of students as 9th graders at the High School in February 1975. The 8th grade results, which are graphically summarized, indicate that these students placed a high value on education and school but viewed teachers quite negatively. The 9th grade results showed they still placed a high value on education, less value on school, but view teachers less negatively.

Summary

ATTITUDES COMPARED WITH DROP-OUT PROBABILITY ON 4 FACTORS
50th Percentile for 4 factors



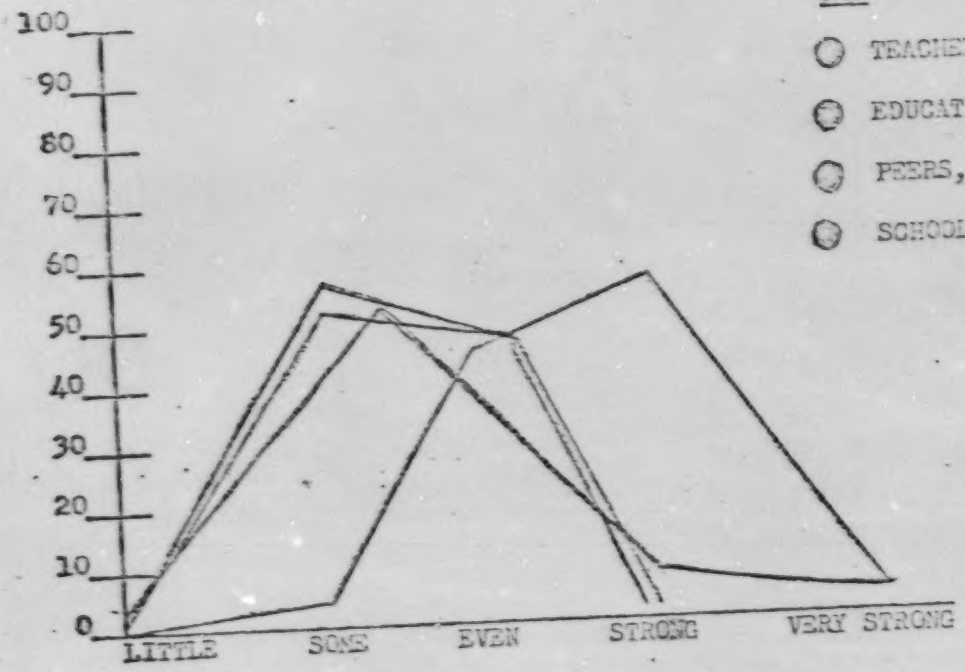
SUMMARY

ATTITUDES COMPARED WITH DROP-OUT PROBABILITY ON FOUR FACTORS

COMPARATIVE PERCENTAGES

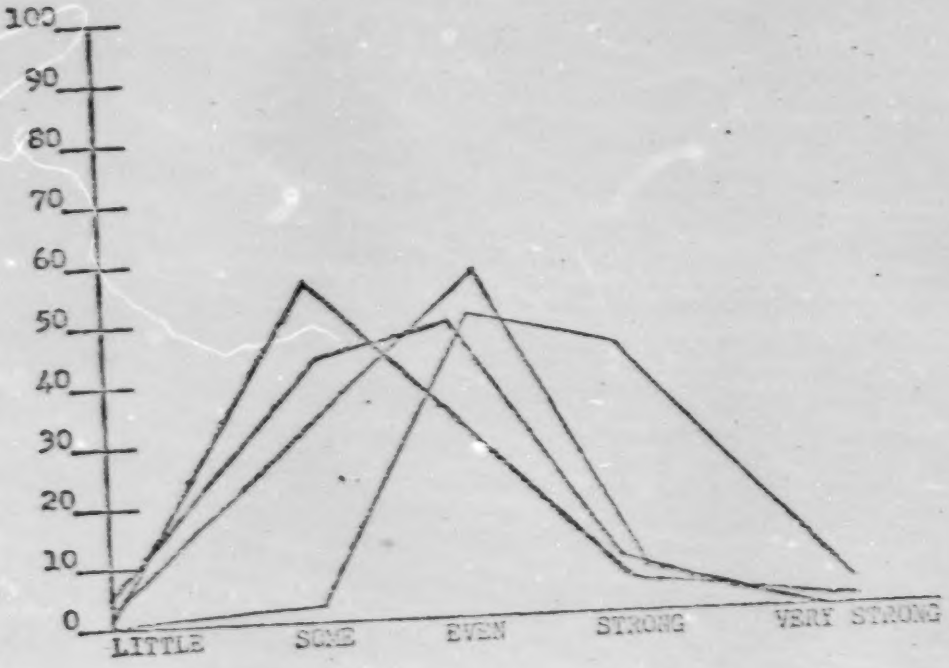
8th Grade

1973-74



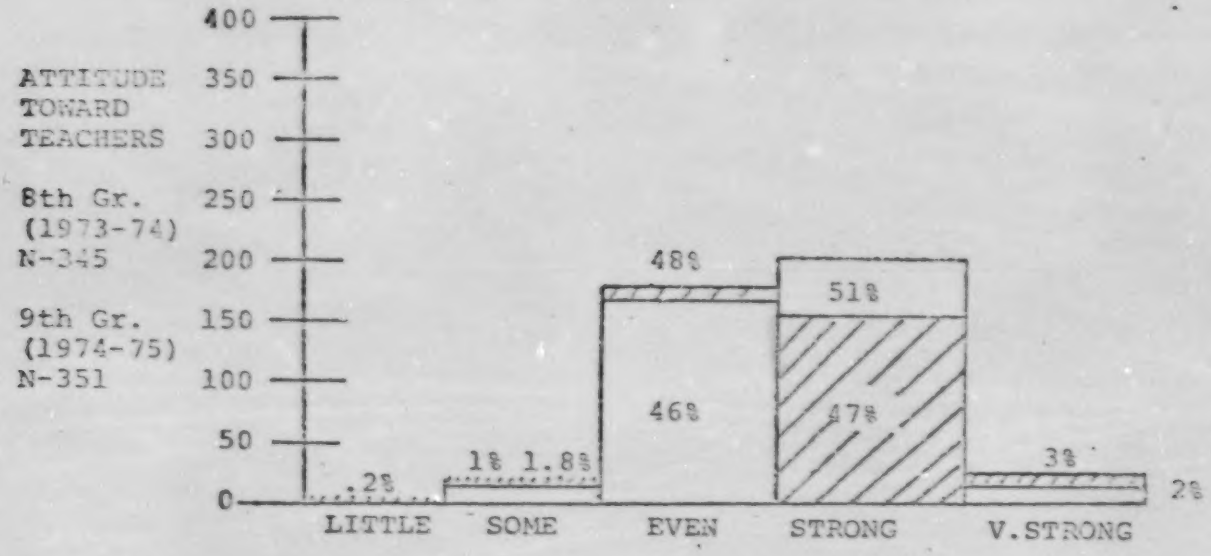
9th Grade

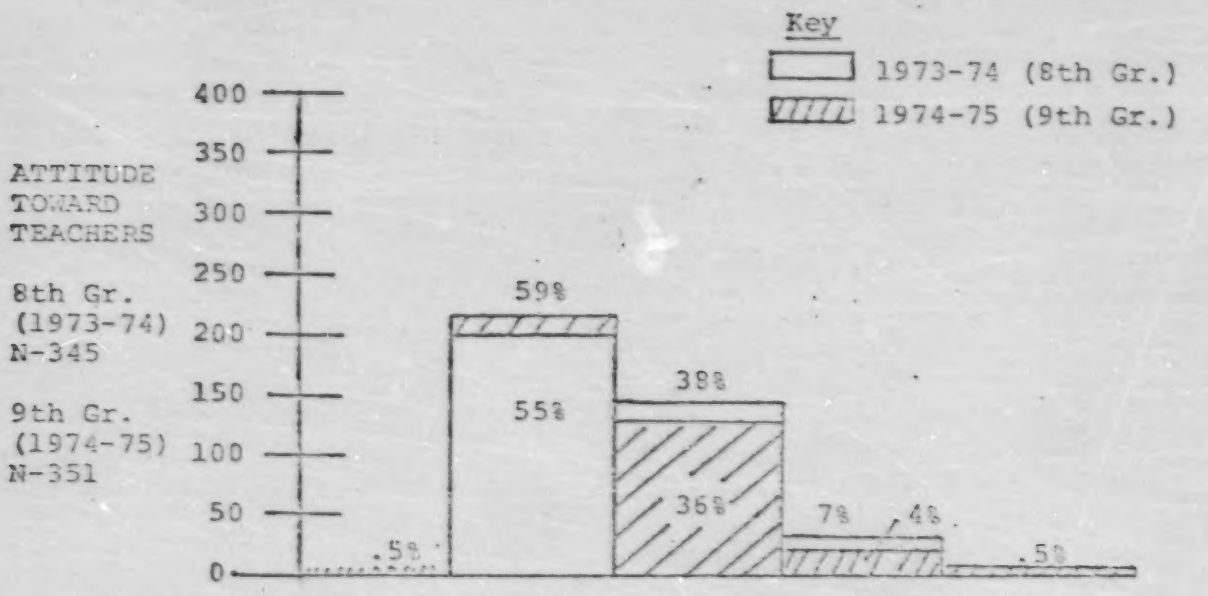
1974-75



SUMMARY

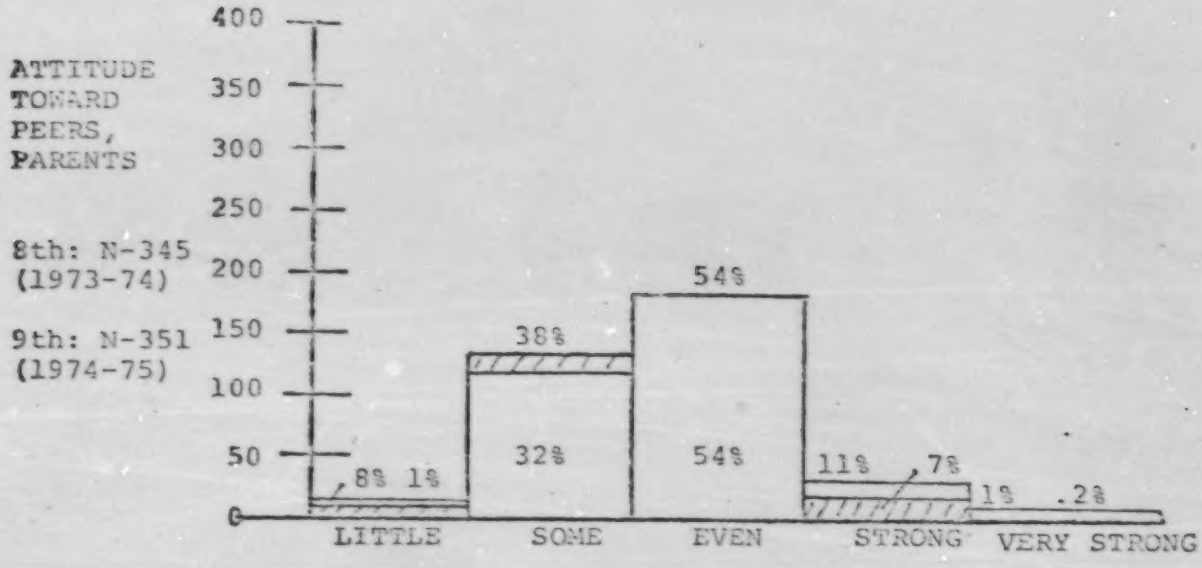
ATTITUDES COMPARED WITH DROP-OUT PROBABILITY ON FOUR FACTORS

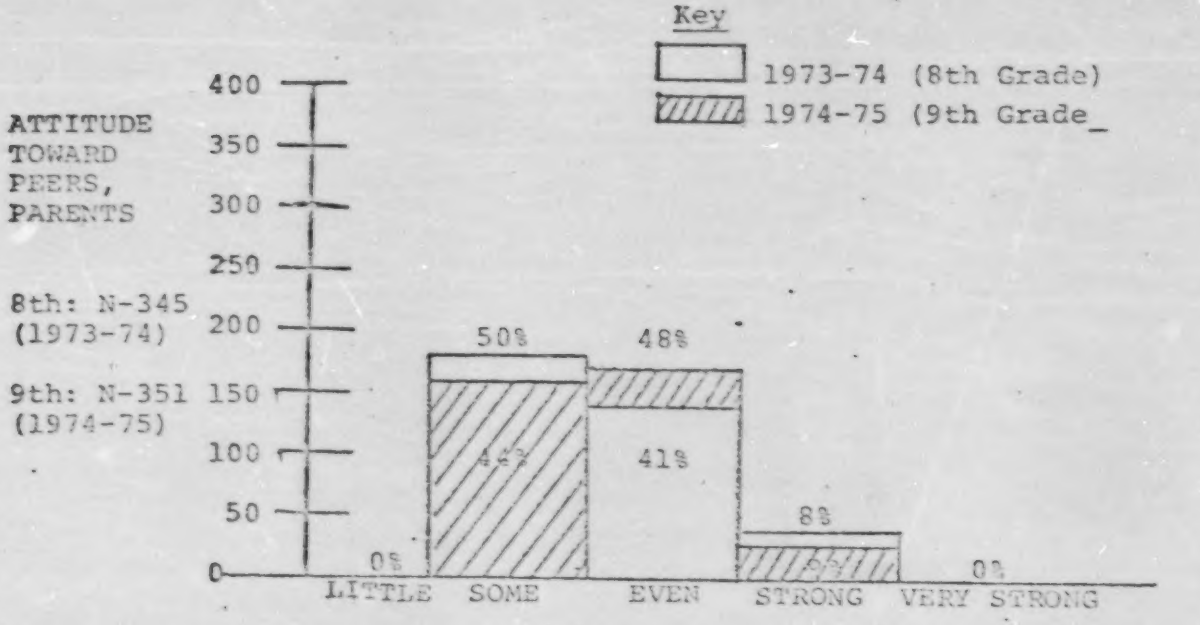




SUMMARY

ATTITUDES COMPARED WITH DROP-OUT PROBABILITY ON FOUR FACTORS





The comparative results are particularly significant when compared with a reference group of incarcerated juvenile delinquents. The average student is even more negative than his peer who has been determined to be a social deviant. The prevalence of dissatisfaction with the teaching staff was not related to the level of educational attainment.

Comparative Eighth & Ninth Grade
Educational Goals

	8th Grade 1973-1974	9th Grade 1974-1975
Senior High	30%	30%
Junior College	12%	16%
Trade School	2%	1%
University	53%	50%
Total	97%	97%
No Response	2%	2%
Total	100%	100%

Reasons given for dissatisfaction with the educational process fall into 2 categories: external (facilities and curricculum) and internal (personal inadequacies). A high correlation was found between feelings of personal inadequacies and poor academic performance.

The students indicated a high level of aspirations both educationally and occupationally with approximately 65%-67% intending to attend a 2 year or 4 years post high school educational institution. Historically by the end of the

sophomore year, 9% of the students have dropped out from high school. In the 8th grade, it seemed that as the student progress in school, he became increasingly sensitive to the negative expectations of the teaching faculty and community. As 9th graders, the attitude toward teachers is improving. He perceived the school system as deterring rather than an implementing force in helping him attain his life's goals. In the comparative studies his feelings of inadequacy are reinforced and, after repeated failure, he leaves school in an effort to find success in the world of work. Once out of school, he finds limited opportunities due to his lack of preparation.

Appendix has a tally of the comments of the above questionnaire. The comments are supportive of the analysis already discussed above.

The 1970 Census of Population, U.S. Department of Commerce, indicates that of the total population in Nogales over 25 years of age, 56.5% have less than a high school education, 43.5% have graduated from high school, with only 9.1% having graduated from college.

It appears that the Mexican-American lack of sufficient languages and reading skills in the instructional language directly affects his performance, his self-image, and his preparation for higher educational aspirations beyond the local school system.

In order to upgrade the effectiveness of the ESAA program, and for input into the preparation of this proposal, a survey to identify the highest priority ranked needs was made during

1974-75. Those surveyed were:

1) 54 classroom teachers
2) 54 instructional aides
3) 18 non-ESAA classroom teachers
4) entire administrative personnel
5) ESAA staff

The identified needs were:

1) Continued Teacher Inservice
2) Improvement of School-Community Relations
3) Instructional Classroom Teacher Aides

Other needs teacher participants perceive ESAA facilitating for them if funded for 1975-76 follow in order or priority: 1) Spanish instruction for teachers, 2) maintenance of the present administrative leadership, 3) a career ladder for instructional aides, 4) inservice for cross-age helpers, 5) pre-school education, 6) an evaluation program, 7) bilingual perceptual training materials for the remediation of special learning disability students, 8) a physical education program, 9) instructional objectives, 10) teacher inter-school visitations and visitations to other cities, and 11) increase the liaison staff.

EXEMPLARY PROGRAM
NOGALES PUBLIC SCHOOLS
FINAL REPORT
1974-1975

PHASE IV

In the spring of 1974, it was proposed that an Independent Study Center be organized to deal with some of the problems facing the high school, specifically, to establish a program that could help reduce the present dropout rate and the non-attendance rate.

The proposal called for an Independent Study and Resource Center as an integral part of the high school, with a basic high school curriculum that would lend itself to individualism. One teacher would, at all times, be in charge of the activities, with the assistance of tutors.

It was decided, furthermore, that a strong emphasis on career education, job development, and placement should be made. In addition, the Center, although emphasizing aid to the potential dropout, should be open to the academically talented student.

Physically, the Center should be separated from the high school and should be open to the student during the regular school day, with perhaps some hours in the evening, if desirable.

The proposal for the Nogales Exemplary Project for FY1974-75 incorporated most of the suggestions by the committee of counselors and related personnel regarding alternative ways and methods of meeting the growing non-attendance problems through the establishment of an Independent Study and Counseling Center.

Since the original Exemplary Project had for its objectives the reduction of the dropout rate through intensive work with potential dropouts

in the 8th and 9th grades, the Independent Study and Central Guidance Center projections could readily be made an integral and central part of the Exemplary Project and vice versa. This was submitted as a proposal to the State Department of Education.

MAIN OBJECTIVES

The two main objectives of the Exemplary Program still remain a) to achieve a decrease in the dropout rate, and, b) to provide an alternative (individual) study method and study center for the student who is not or cannot profit from the regular classroom instruction.

COUNSELING

In order to achieve these objectives, the Center personnel have counseled approximately two hundred students who could either be considered potential dropouts, or who expressed a desire to work individually on part of their school program. Of these two hundred students, approximately one-half needed to be counseled intensively in order to keep them in school and make their attendance of classes more meaningful.

CHECKING OF STUDENTS FOR EXCESSIVE ABSENCES AND NON-SHOWS

This checking consisted of ascertaining whether the student actually had been in class; whether he was attending some classes, or whether he had attended for specific periods of time or had removed himself from some classes. Many of the students were found in other classes; some were attending a limited number of classes, and some had actually not gone to classes. Checks of this type were made by three counselors.

It was also decided to check on the one hundred twenty-three eighth graders who had been identified last year as potential dropouts. Of these,

twenty-one had not enrolled as freshmen. Eighteen of these were found to have acceptable reasons for not enrolling, i.e., twelve had moved to other cities; five are attending other schools, and one is married. The remaining three could not be found.

HOME VISITS

It was necessary to make a large number of home visitations in order to ascertain what had happened to the no-shows, and to check on students who were charged with an excessive number of absences. A total of seventy-three home visits were made.

STUDENT CENTER

We solved some of our problems and some of the students' problems by placing them in the Study Center. At present, there are nineteen students in the Center under the supervision of Mr. Ellis. Many of them need individual help in specific subjects, and others simply expressed a desire to study certain subjects on an individual basis. One or two had severe attendance problems and could only be retained in school by permitting them to obtain credits in the Center, and working with them individually. Whatever the reasons, the Center seems to be helping to reduce the dropout rate and is also affording students an opportunity for individual study.

Two hundred thirty-one students have received personal attention through counseling and consequent placement into the Independent Study Center. The student is afforded the opportunity to function academically in an atmosphere of personal attention.

Through the Independent Study Center program, ten students have received credit for tutorial duties performed at the Center. In addition, five

students were sent to the Special Education classes as a service of the Independent Study Center. Five group sessions were conducted by Dr. Oscar Christensen involving twelve students having difficulty in high school attendance, credits, and personal adjustment to the high school classroom.

Two students from the group are no longer in school because of poor attendance. Success was seen, however, in that three had dropped out but re-entered as a result of the philosophies of personal awareness and higher self-concept proposed by Dr. Christensen.

TESTING AND SURVEY RESULTS

See report by Thomas Radkey and Kathryne Johndrow

WORKSHOP PRODUCTS

In FY73-74, twenty nine students were either double promoted to the ninth grade from the junior high, or were listed as retentions but were not withheld. Of these twenty nine students, seventeen have dropped out of school (58%). This is one example of an atmosphere conducive to failure which must be abolished in order to promote a successful program of dropout prevention.

It is the philosophy of the Exemplary Program staff that the student must be given in-depth personal attention. Those students having difficulty in academics will continue to fail all through school unless someone helps them understand why they are failing and what steps must be taken to achieve success in academics, social acceptance, or any other personal problem.

In conjunction with the Santa Cruz Career Education Project, the 1974-75 Exemplary Program sponsored excellent workshops. Mr. Joe Calley provided the community with an opportunity to benefit from the philosophies of the transactional analysis school (see brochure #1 and #2). Dr. Oscar

Christensen provided an excellent workshop concerning the Adlerian theory of behavior, including a live demonstration of the family constellation process. Both workshops brought out the importance of the home and family for the student. The attitudes expressed at home will be carried by the student. Following is a list of dropout cases, with a brief description of the problem involved.

Girl, 16 years old: Mother took Pat out of school, said her daughter was skipping class to fool around with friends. Didn't want her getting into trouble. Pat wanted to return to school. She is now re-enrolled in some classes.

Boy, 19 years old: Dropped out to work. Didn't think he could graduate, and was too old to continue. We helped Carlos study for G.E.D., which he passed, and has now joined the Army.

Girl, 18 years old: She is working full time. Father agrees she should work to help family. Sylvia wants to continue education in night school.

Boy, 17 years old: Works at Capin's as a security guard. Parents content to see son working, don't really care for further education. Angel would like to continue his education in the future, but now has to pay upkeep on car.

Boy, 18 years old: Unemployed. Mother doesn't want him in school. He must work to help meet expenses, family is on welfare. Robert doesn't want to return to school.

Girl, 17 years old: Roberto's sister. Works at Kress store. Lives with older sister. Satisfied with work experience. Mother's only interest is that she is not dependent on her.

Boy, 17 years old: At present on probation (transportation of drugs). Doesn't feel school can help him, but will register in September. Mother would like for him to leave town, change environment. Doesn't believe this school can do much to help son.

Boy, 17 years old: Lives with mother. Works with father, who has remarried. Has been on his own since he was thirteen years of age. Father doesn't care for son to be in school; says all problems stem from associations in school. Saul would like to be in school to fool around, but says teachers and students don't understand him.

Twins, boy and girl, 17 years old: Both dropouts. Guadalupe lives in Tucson with family. Francisco lives here with parents. Parents want Francisco to continue school. Francisco will return to school in September.

Boy, 17 years old: Father has Armando working in warehouse with him. Would rather he work, doesn't feel school will do any good. Armando doesn't feel school has much to offer him.

Of the eleven cases presented, there were three brother/sister cases. The importance of parental attitude cannot be stressed more.

The Independent Study Center promoted a program of self-awareness, utilizing materials for goal-setting and self-concept from Synergistics, Inc. Such a program is essential for the student who has had little success in the academic environment. Personal problems seem so much more pressing to the student than a poor grade.

Nogales Public Schools has attempted to provide alternatives for students during two and a half years. We have not arrived at that utopian formula which will forever solve the problem of the school dropout, but we feel that our approach has made some outstanding gains. To stop attempting to solve the problem is to fail, so we will continue to expand our program and try different approaches as the need dictates. We hope that our attempts have not been in vain, and that other districts will explore and carry on from this point.

[illegible] ANALYSIS OF THE ATTITUDE QUESTIONNAIRE

[illegible] SCALE
AN ATTITUDE SCALE FOR THE IDENTIFICATION OF DROPOUTS

[illegible] TO BE GIVEN IN FEBRUARY 1970
AT TUCSON HIGH SCHOOL
TUCSON, ARIZONA

[illegible]
THOMAS L. HARVEY
RESEARCH ASSOCIATE

The Dembo D (Dropout) Scale
An Attitude Scale for the Identification of Dropouts

There were three hundred sixty eight (368) responses to the statement "My favorite subject in school is _____." Included are eleven (11) in a No Comment category, which were statements drawing no response from the student. Following is the breakdown by subject and number of responses. Those subjects listed without a number were mentioned one time.

FAVORITE SUBJECT

None (6)
No Comment (11)
All of them (6)

Algebra (22)
Art (16)

Bachelor Survival
Band (8)
Biology (4)
Building Trades

Chorus (5)
Cooking (6)

Decorative Arts
Drafting
Drama (6)

English (24)

French (3)

General Business (5)
Guitar
Gym (50)
Gymnastics (20)

Health
History (2)
Home Furnishings (2)
Home Economics (4)

Math (44)
Matter and Energy (4)
Mechanical Drawing (6)
Mime

Reading

Self-Understanding (3)
Sewing (10)
Science (17)
Shop (15)
Spanish (10)

Tennis (2)
Typing (22)

Welding (5)
Woodshop (20)
World Studies (7)

There were three hundred thirty seven (337) responses to the fill-in statement "My worst subject is _____." Included are twenty four (24) in a No Comment category, which were statements drawing no response by the student. Following is the breakdown by subject and number of responses. Those subjects listed without a number were mentioned one time.

WORST SUBJECT

None (46)
No Comment (24)
All of them

Algebra (35)
Art (2)

Band
Biology

Civilizacion y Cultura
Cooking (4)

English (46)

General Business (17)
Gym (8)
Gymnastics (2)

Health
History (2)

Math (77)
Matter and Energy

Reading

Science (3)
Sewing (2)
Shop (2)
Social Studies (4)
Spanish (30)

Tennis
Typing (29)

Welding (5)
World Studies (10)

The Demos D (Dropout) Scale
An Attitude Scale for the Identification of Dropouts

Below is an alphabetical listing of careers noted by students in reply to the following statement. "Right now, I think I would like to be a _____ when I finish school." The number of responses are listed next to the career. Those with no number were mentioned once.

Accountant (3)
Actress/Actor (3)
Advertising
Airplane pilot (12)
Animal photographer
Anthropologist
Archaeologist (4)
Architect (12)
Army (3)
Artist (7)
Astronomer (3)

Bank cashier (2)
Beauty consultant
Bookkeeper (2)
Border Patrol
Boxer
Business manager (2)

Car dealer
Carpenter (3)
Cartoonist (2)
Cashier
Coach
Competitive swimmer
Computer operator
Computer programmer
Construction (5)
Cook
Cop (10)

Dancer (2)
Dental assistant
Dentist
Deputy sheriff
Dermatologist
Detective (2)
Doctor (27)

Electrical engineer (3)
Electrician (3)
Electric guitarist
Elementary teacher (2)
Engineer (13)

Farmer
Fashion designer
FBI agent
Fish and Game warden (5)
Fireman (3)
Florist
Football player (3)
Forest ranger (9)

Game warden (2)
General manager
Geologist

Immigration officer (2)
Interior decorator (3)

Judge
Junior

Lawyer (20)
Livestock inspector

Machine operator
Magician
Mathematician
Mechanic (25)
Mechanical engineer
Merchant
Miner (2)
Model (7)

Naval officer (2)
Navigator
Newspaper editor
Nurse

Oceanographer
Opera singer

Painter (2)
Paleontologist
Park ranger
Parole officer (2)
Peace Corps
Pharmacist
Physical therapist
Plumber (2)
Policewoman
Political scientist
Priest (2)
Probation officer
Produce man (2)
Professional golfer
Professional roper
Psychiatrist
Psychologist (4)
Pusher

Radiologist
Rancher (4)
Reporter (2)
Rock and roll singer

Salesperson (6)
Scientist
Secretary (33)
Senior
Service career
Social worker (4)
Songwriter
Sporting goods salesman
Store manager
Stewardess (11)
Student (4)
Surveyor
Sports announcer

Teacher (27)
Teacher's aide
Technician
Telephone company
Telephone operator
Therapist
Truck driver (2)
Typist

U.S. Customs agent

Veterinarian (9)

Weatherman
Welder (2)
Writer (2)

The Demos D (Dropout) Scale
An Attitude Scale for the Identification of Dropouts

There were four hundred thirty eight (438) responses to the checklist statement below. Following each statement is the number of responses to that statement. It should be noted that some students checked several statements, and that some planning to finish university study checked only university, which leaving the high school statement blank.

I intend to finish

High School	166
Trade School	20
Jr. College	71
University	169

Listed below are twelve responses other than those provided by the survey.

No Comment	9
Do not intend to finish	1
9th grade	1
10th grade	1

The Demos D (Dropout) Scale
An Attitude Scale for the Identification of Dropouts

Following is a list of student responses to the statement "School would be a lot better for me if _____." The responses are placed under twelve categories. Some responses were given more than once and appear with the number of times given in parentheses. There were seventy seven (77) students who left the above statement unanswered.

Comments concerning classes taken

There were less required subjects.

We didn't have to take History our junior or senior year.

Classes would be more interesting and there would be more subjects.

History and English weren't required for four years.

I had more time to finish the work I am doing in that subject.

I enjoyed Algebra and Spanish more.

I had interesting subjects that I like.

English wasn't so hard.

Some subjects would be made more interesting and open - teachers do a lot of talking and don't give students a chance to say what they want to.

If I don't have Spanish.

We had more time to finish work. (2)

More interesting classes.(4)

Homework was done at school.

I could understand Math.

Some of the classes I take would not be so boring and I could get more interested in some of my classes. (2)

I didn't have typing.

Some of the classes were not so boring.

The classes were shorter and not so boring.

Comments concerning scheduling and classes offered

More classes were offered.

Less moving around of classes and subjects during the year.

They would let you have the subjects but when the school year begins they either don't have the class or it's too full and you get stuck with a class you really don't want.

I could take whatever I wanted.

We had a free period for us students and if we picked our own classes.

We had more classes besides 6 - I like school this way.

We learned other things besides History, Science, etc., and studied once in a great while, about people and their relationship with this environment.

There were a lot better courses, grading differently and better interested teachers. If the office wouldn't push so much on students.

We sometimes change classes, for example, if one day English and one day no - or something like that.

I had Independence Hall for freshman english.

We had more classes to choose from.

I could pick my own subjects and do most of them I like to do.

There would be less classes.

They offered more electives, like sketching, something to do with archeology, more clubs.

There were some classes that would help you in your career in the future. For example, having some subject to do with law.

Comments concerning teachers

Teachers would explain the work a little slower or take more time with it. (2)

We had better teaching techniques.

Some teachers consider some excuses we give them, and if they were fair to all the students and not just some. (2)

Teachers were more friendly and enthusiastic.

Comments concerning teachers (cont'd)

They need better teachers.

Teachers weren't so boring. (2)

Teachers would talk more about how to do something and then test you.

If I follow every rule and teachers would be fair with students.

Teachers will do what they are to do and not do something another class is doing.

Teachers should not help the good students, but the students that need help.

I would change some of my teachers and change the hours.

I would not have the teachers I have.

More understanding teachers.

I had another teacher.

Teachers would explain more clearly and help.

All teachers were straight and fair with everyone.

I can talk to teachers more.

If they would fire some of the teachers that have the old way of teaching. (2)

Teachers would be less strict or be a little nice.

If I had the same teacher I had in 8th grade.

The teachers give me more help in all my subjects.

Every teacher would grade their students depending on the capacity of working.

The teachers would put in extra time if a student needs help. (2)

The teachers would be more friendly and wouldn't get mad if you make a mistake.

Teachers see you as an individual not as a whole. If they wouldn't embarrass you in front of the class. If they understand everyone has different thoughts and opinions.

The teachers who teach English wouldn't give so much work and would grade better and get a new batch of teachers.

They get better teachers - not so old.

Comments concerning teachers (cont'd)

Teachers wouldn't get us for just any little thing we do. And I think that teachers shouldn't hit the students, because if they get the student very mad, the student will hit the teacher back, and you will do something about the student, but not about the teacher.

Teachers could maybe get to know their students a lot better. They should realize that we have a lot of things to comment about whether agreeing or disagreeing.

If they could teach a little more on what we need to learn.

My math teacher wouldn't chop everybody in our class, including me for answering a question wrong and explain things to us better.

Some teachers would not grade so hard. They expect more than anyone can give. Most teachers grade by points and I think that is not fair for anyone.

Teachers did not knock your grade down for conduct or tardies or absences.

Teachers would understand more the problems we may have in some subjects or assignments we have to do. (2)

Teachers wouldn't make it so hard on me. Well, some of the teachers do help me, but not all of them.

I like for instance, that I get a better math teacher. It's not that I don't like him or can't get along with him but he doesn't know how to teach the subject. Also for some teachers to treat all their students the same. I also don't like the rumors that they start in the school. And I can't understand why some people are pushers.

Teachers would help the students with more problems than the smart students who should be helped but not as much.

Some teachers would explain the work or homework for the ones who didn't understand.

School were more interesting - if teachers would just lead you off in a conversation and let everyone else get in, too. You learn a lot more like that.

It wasn't so boring. A lot of the teachers just do as much as they have to and never any extra to help students. Teachers are supposed to be here for our benefit, but a few lie about what students do and tell the principal they did things they didn't do.

I am satisfied but some of the teachers should pay more attention to the students that are not that smart and want to learn more.

Comments concerning teachers (cont'd)

The teachers would not be so harsh. If they wouldn't get so mad if you're a minute or two late. If, when you make a mistake and don't understand, if they wouldn't get mad.

Teachers would understand your problems, and they wouldn't be on your backs all the time. But, it's all right the way it is right now.

The teachers would slow in giving us work.

Comments concerning counselors

The school had someone interested in the students and their problems like the counselors at the junior high.

Counselors to work out problems with students and not send letters home.

Mr. Morales wasn't here.

They weren't so hard on being tardy so often and if Mr. Morales would stay out of my business because he doesn't make things any better with me and my mother and father.

The principal and advisors, counselors, teachers would be more fair to students who don't understand the work and give them special attention, not the good ones.

Comments concerning facilities and activities

We had more activities.

The school wasn't so crowded.

It was bigger and I wouldn't be so lazy to ditch some classes.

We had a better program, better school equipment, especially in athletics.

This school would help the music program, it needs a lot of help - think it could use some money.

More facilities (2)

If they would do it a little bigger.

If they had better desks, books, and sport facilities.

They would have more rooms for the activities that I want and other students would want to have.

More clubs, supplies, bigger gym, so we could go to basketball games.

Comments concerning facilities and activities (cont'd)

If they would build a better school.

If the school had more and better materials.

More money to be put into the school.

If I were going to a better school somewhere else.

It was bigger and I wouldn't be so lazy to ditch some classes.

We had a better and more modern school.

If the school wasn't falling apart.

I got in sports - and classes would have tools to work with - for example, art - has nothing, only paper.

We have more rooms like a room especially for auto mechanics. And have more time between classes.

The school wasn't so crowded. (3)

There was someplace good to eat, outside basketball courts, equipment for welding, and maybe one of the faculty (just one of them).

The facilities were improved.

There were more activities - stricter teachers.

There was another high school.

I go to another school.

We had more sports supplies and better coaches - and a better track and weight room and basketball gym.

We had a better school, more equipment, bigger field, etc.

There would be more activities - more teachers.

It were in a different town and we had a better school with more facilities.

If we would get the bond passed for the new school that they are planning. It would be better and a lot more room for the students of CHS.

There were better facilities and less crowded classrooms so that the teachers could give each student more attention.

We had a better gym and separate cafeteria.

Comments concerning facilities and activities (cont'd)

We had better facilities, otherwise it's okay.

We had a swimming pool.

Comments concerning other students

The other students would not bother me while I am studying.

All the students do well in school - what the teachers want - learn new things.

The students and teachers would cooperate together. (2)

They would be so crowded and they could get rid of those kids who think they are so great.

If wasn't so crowded because too many students in one room, there are usually problems.,

I didn't have the problem I have right now, and if some students would sometimes be quiet when others are talking.

Each grade were divided into taree sections for extra fast students, average students, and the slower ones. This way the faster wouldn't become bored because the class has to go slower for the not so smart students, and it makes the slower ones feel even dumber being with such fast students. I've been told that you can't do this because it would show discrimination.

If some of the show-off students would get out of our class. Also, if we could miss one day a week in the morning or the afternoon.

The seniors wouldn't have to graduate.

Everybody would help to keep the school looking better.

There wouldn't be so much disorder in the halls and locker room, and if the teachers wouldn't be so strict.

One can help others in classes, because I know a guy in 9th grade that doesn't know his times tables.

Girls had the opportunities boys have. For example, there isn't any track and field for girls.

People or students here at school would be friendlier.

The principal should get all the students that don't want to come to school and drop them for good and make them work - see if they like that better.

I'd be going around with the guy I like.

Comments concerning attendance

I could miss maybe a few days of school just because I didn't want to go and it wouldn't matter to anyone, as long as I kept my grades up.

You weren't forced to go to school. Maybe more people would go to school.

I weren't pressured so much about it. And I wasn't forced to come - I could come when I wanted to.

They wouldn't be so strict on lowering your grade because of a certain amount of tardies. I feel school work is more important than the teachers wanting you right in your seat when the bell rings.

I didn't have to come to school - it's a bore.

The attendance would not be so strict. Anyone can get sick six days in a twelve week period. They should have it six days per six weeks. It would be a lot better.

Comments concerning drugs

They change some of the teachers and caught all the pot heads.

Trouble makers, like those who take drugs, were removed from school.

There won't be a lot of pot heads or trouble makers.

Well, if there would not be too much tough guys like marijuanas.

Comments concerning time of lunch break and school hours

If the breaks were five minutes longer, so you won't be under pressure while getting your books and hurrying to class. And if we were allowed to chew gum on certain days.

We could start the day earlier by starting at 7:00 a.m. to 3:00 p.m.

More time between periods.

Shorter days - better equipment, gym classes.

More time for lunch.

I would change some classes and if school was out at 3:00 p.m.

They gave us more time for lunch and at least 15-20 minutes of a free period.

It wasn't so long - maybe if we went earlier and got out at 2:30 like a school in California.

Comments concerning time of lunch break and school hours (cont'd)

The school hours would be shorter, because sometimes by the end of the day you're tired and have a headache. (3)

We come just in the morning.

I didn't come out of school so late in the [illegible] noon, because it's hard to do a lot of homework and get to bed before 10.

Shorter classes and more interesting subjects.

We would start school so early.

We got out earlier - and the teachers should get together and say which one is going to give homework instead of all.

Comments concerning student input

It was bigger and I wouldn't be so lazy to ditch some classes.

I would try studying harder and I would get better grades if I tried.

I finish.

I graduate and get a job. (2)

I had to work harder for my grades and really study. (4)

If I were smarter, of course.

I would talk more.

Give it more attention and work harder.

I would try harder and not fool around. (2)

I studied more.

If I got involved more.

If I could do more extra credit work. (2)

I wasn't so lazy. (2)

I come and learn and not play - and if I am planning to finish it.

I participate more in school activities - and if I went out more often with girls somewhere.

I study and pass the subjects I'm studying and pass even my worst one, so I can graduate -- and do well in my sports as well.

Comments concerning student improvement:

I think I would try a lot harder than I am and if we had teachers there 24 or 25.

I no.

I wouldn't be tardy at school, and get very absences, and study hard.

I would pay attention and take homework not just study more.

I wouldn't miss so much school.

I try to learn to try to like it.

I understand my classes better.

I would study more, and if teachers would teach better and explain better.

I had fun while learning and if it were shorter.

I wouldn't be lazy and study, go to school and not miss class whenever I feel like it.

I come every day and do all my work assignments or homework and behave with the teachers all the time.

I would do better in Math, if I want to do what I want when I'm out of school, I'm going to need a lot of math.

I was involved in more school activities.

I had better grades.

I could pay more attention and not think of other classes when I am in another class, and if I could find a way of not talking too much and getting bored in some classes.

I participate in a few more school functions and get to know more people or be a little more friendly.

I study more. And if the school has more equipment in it.

I had more of a challenge.

Comments on student satisfaction

It's okay like it is. (2)

I don't know because school is all right with me right now.

The seniors wouldn't have to graduate.

Comments on student satisfaction (cont'd)

It would stay like it is now.

Like it.

Is o.k. for me.

Well, I think the school is all right and I'm glad that I am in school.

I like school the way it is now.

Miscellaneous and multiple comment answers

Viejo (Mr. Cottonham) would teach more subjects because he's a great teacher.

I get more help.

People weren't graded on their points alone, but if they tried or not, is if there was some way to prevent cheating.

Chorus sang more up to date - boys in my class would grow up and not yell and stop jumping on the desk.

I could speak Spanish.

We graduate and do something else.

I go to the university.

I get a good job.

Courses are made more interesting and teachers learned to get along with the students better, as their friends instead of their dictators.

I finished to 12th and then go to college to get a job.

The things were the same when Mr. Barnett was a principal.

I study and finish the work and everything. I like to study but sometimes I can't because I don't speak good English and it is too difficult for me to understand everything.

More interesting classes, not so much homework, students cooperate with the teachers, 7 minute breaks between classes, and most important - a new school.

They'd build another school and if they'd fire very old and crazy dislike teachers. Take the whole people around that city and other high school area.

Describe your most unfavorable academic memories (cont'd)

[illegible] college would improve and if we had more better teachers! And if we had a counselor we could talk to better, and a principal and a vice [illegible] we and know us and talk to us. A longer lunch hour and a later [illegible]. But I like the school building.

Some teachers would be good to go, and if I miss school for six or more days and had an excuse, they [illegible] your report card.

It was more calm - not to be pressured all the time, like having three or four tests on the same day.

They have many choices of classes and different teachers for each one. And if some teachers would listen to the student and don't walk off in the middle of a sentence or question.

I have no other words.

The [illegible] advice wouldn't be so hard, and if they would have better activities! Most of all the attendance because I don't think it's fair!! And you know that, if you cut all of those detentions off the parking lots, I would be better off!!! We not just speaking of myself.

It stayed the same and serve if we had some better teachers and more activities.

The teachers would believe in their students. They should have some things to do when you have a free period.

There were more classes that interest us. If they had better textbooks and better facilities, it wouldn't be as boring as it is now. Otherwise, I think it's okay.

Most of the teachers try and force a kid to learn. It seems to me the only way they'll learn is if they want to, so if some of these teachers could start an open conversation about the subjects they're teaching, most students would probably open up.

The teachers cared a little more for teaching and we had a better school, new equipment so that we could learn more things.